

# *Ganbina – “Agents of Change”*

*PwC’s Indigenous Consulting*

*Full Report  
March 2016*

## Measuring the Value of Ganbina’s Programs 2015

# Table of Contents

pg 3

Section 1 – Executive summary

pg 7

Section 2 – Evaluation approach

pg 15

Section 3 – Programs overview

pg 26

Section 4 – Operating model

pg 40

Section 5 – Impact assessment

pg 63

Section 6 – Future opportunities

pg 65

Appendices

---

## Section 1

# *Executive Summary*



# ***Executive Summary***

## ***Background***


Ganbina was founded in 1997 and with a place-based approach focuses on supporting young Indigenous people in Shepparton, Victoria. With a suite of 10 programs, the practical approach emphasises partnerships within the local community, including schools, families and local employers. Ganbina has helped nearly 1,000 young Indigenous Australians to finish school, undertake further education or training and secure 'real' jobs. Ganbina participants earn meaningful employment, financial independence, personal fulfilment and a desire to help others in their communities to change the status quo.

## ***Scope of work***

Ganbina engaged PwC's Indigenous Consulting (PIC) to evaluate how Ganbina is tracking against its purpose and identify the progress and impact to date; with reference to the impact on the participants, their family and the community. The evaluation also includes a review of the governance and operations of the organisation as well as undertaking a cost effectiveness and benchmarking assessment of the program.

## ***Limitations***

Consultations were undertaken during the period of end of year exams for senior students. As a result, a smaller than expected number of Ganbina participants were interviewed (8 out of 20). Notwithstanding we spoke to a range of stakeholder groups about the impact of Ganbina's programs (71 in total - 28 interviews complemented by a survey of 43 respondents). Given the majority of stakeholders are based in Shepparton, some interviews were held by phone. We note that there may be differences in the responses between telephone and face to face interviews where there is more of an opportunity to build rapport during a face to face interview. We also recognise that there are multiple influences on Indigenous educational and employment progress, such as other school and community based programs, family support, teachers, role models and cultural strength, which may also influence the outcomes for Ganbina participants, their families and the communities.



***Ganbina's aim is to empower Indigenous communities to achieve true social and economic equality with other Australians within the next two generations***



# *Executive Summary continued*

## *Key Findings*

- The very high year 12 completion rates (100% in 2014) and retention data (over 95% since 2012) together with participant, parent and school feedback demonstrate that Ganbina is an effective and successful model to support Indigenous youth to complete school, undertake further training/education and secure employment.
- Stakeholders report that Ganbina has made a significant impact to participants, their families, local businesses and both the Indigenous and wider community. The NPS score of 73.6 further supports the loyalty that exists between stakeholders and Ganbina.
- Ganbina's program approach aligns with current global best practice program responses for positive educational and training outcomes. In particular, Ganbina's use of data and their localised approach allow them to personalise and change program delivery according to the participants' needs.
- Ganbina has long term relationships with both participants and stakeholders. Approximately 70% of stakeholders surveyed have been working alongside Ganbina for over two years, with more than 35% having supported Ganbina for at least six years.
- The funding model ensures Ganbina is innovative, flexible and responsive in the delivery of their services.
- Ganbina's majority Indigenous board and staff ensure that program design is culturally safe and relevant for Indigenous young people.
- Ganbina's cost per participant was about half the average spend of similar organisations, its program retention rate was the highest by comparison, it achieves gender balance to a greater extent than other considered organisations and it reaches the broadest age range of participants (primary school through to 25 years)
- With a clear focus and commitment to the long term, parents reported Ganbina's highly supportive and passionate staff deliver genuine, authentic and meaningful programs.



# *Executive Summary continued*

## *Summary of impact areas*

- **Education**

Participants reported that Ganbina plays a significant role in changing their attitudes towards school. The Year 12 completion rate for Ganbina students was 100% in 2014. Teachers and principals consider Ganbina to be of significant value improving students school attendance by complementing existing programs and building a positive and symbolic profile of Aboriginal culture within their schools.

- **Careers & training**

Ganbina supports participants to navigate a career pathway through focusing on individualised education and career plans. With a personalised approach, Ganbina focuses on the “right” areas for the individual and providing participants with an awareness of opportunities to explore.

- **Employment**

Ganbina’s relationships with local businesses and various corporates were a key success factor for participants connecting to the workforce and various networks. Employers consider Ganbina provides significant value to their business and were likely to employ a Ganbina student in the future.

- **Life Skills**

Practical initiatives (such as bank accounts, tax file numbers) were fundamental in setting up individuals for employment, whilst the driving program removed cost barriers to obtaining a drivers licence. Providing life skills through goal setting, encouraging persistence, planning and communication enables participants to gain relevant skills to help navigate their way through their education and career paths. Ganbina staff reinforce the mindset that you must work for something in order to achieve.

- **Leadership**

Stakeholders observed that Ganbina participants demonstrate leadership with their peers, family and community by *spreading their wings*, influencing their siblings, future generations and becoming leaders not only within the Indigenous community, but within the wider community.

- **Culture**

Ganbina programs provide opportunities to connect with other Aboriginal youth and experience other cultures. Participants report that these opportunities have strengthened their pride in their own cultural identity and empowered them to develop their knowledge of their own culture within the community. Ganbina has also contributed to a schools and local businesses understanding of Aboriginal culture.

---

## Section 2

# *Evaluation approach*



## ***Scope***

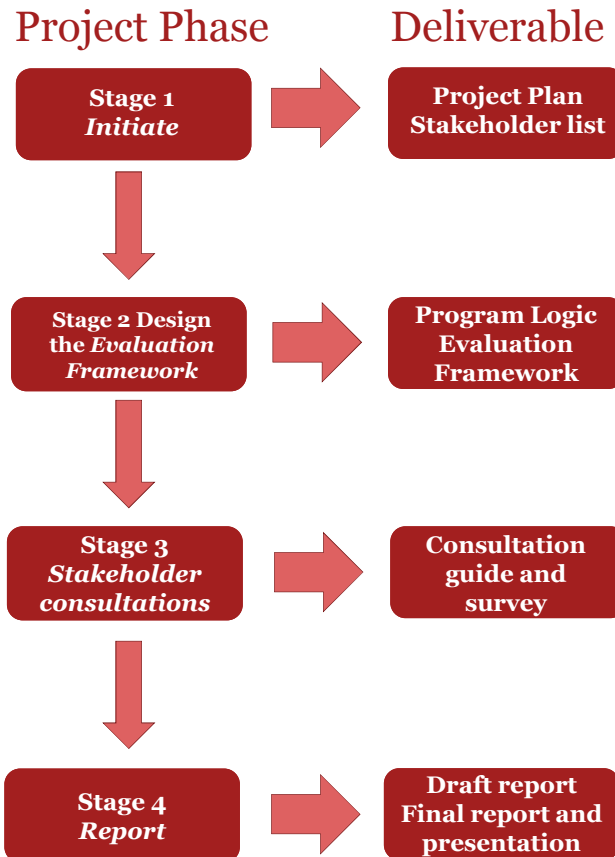
Ganbina sought to determine how it is tracking against its stated purpose. Specifically it wanted to identify the progress and impact of its programs to date, particularly on participants, their family and the community.

The scope of PwC's Indigenous Consulting (PIC) services, in evaluating the Ganbina program, was to:

1. Evaluate how Ganbina is tracking against its purpose including identification of program benefits and outcomes across participants, their families and the broader Shepparton community
2. Review the governance and operational model of Ganbina
3. Undertake a value for money assessment of the program



# Our approach



## Key Planning Activities

- Project plan developed
- Key stakeholders identified
- Evaluation Framework developed including:
  - Theory of change
  - Program logic
  - Consultation plan
- Operational model documented

## Key Evaluation Activities

- Literature Review:
  - Annual reports
  - Program reports
  - *Partner Updates* and *Ganbina Focus*
  - SROI analysis
- Online survey developed and distributed throughout networks, including Facebook
- Face to face and phone consultations held with seven different stakeholder groups
- Analysis of findings from research and consultations

# Theory of change

Vision: within two generations Aboriginal people will share equitably in the wealth of the region



The Aboriginal population experiences substantial social, economic and health disadvantages

High unemployment, low labour force participation and low levels of wealth transfer amongst Aboriginal people contributes to this inequality

Aboriginal people sometimes have limited perceptions about education and career opportunities

Business and community sometimes have negative perceptions about the potential of young people, and Aboriginal young people more specifically

**Support young Aboriginal people**  
Intervene in the early school years and provide long term support for Ganbina participants through school, into work and careers (up to 25 years)

**Engage with Local Business**  
Connect with local businesses in the region to identify opportunities for young Indigenous employees and to change perceptions about the potential of young Indigenous people

**Engage parents and families**  
Engage families in the education journey of young people to provide positive support and encouragement to succeed

**Work with schools**  
Work with schools to ensure that Aboriginal students are engaged in their education, and that schools have a positive perception of the achievement of Aboriginal young people

**Participants:**  
Increased employment  
Increased economic participation and financial security through:

- employment
- self-employed and Aboriginal owned businesses
- home ownership
- banking products - savings / home loans
- motor vehicles
- other assets eg securities / shares
- superannuation
- social mobility
- volunteering and philanthropy

Increased education & training levels  
Increased pride in Aboriginal heritage and culture  
Positive role models for younger generations

**Business and community:**  
Increased employment of Indigenous people in private sector and local businesses  
Increased engagement between community and Aboriginal youth in Shepparton / increased awareness of local community about Indigenous people

**Family:**  
Families are advocates of Ganbina's programs and active participants in their children's education

**Schools:**  
Aboriginal students in leadership positions or high achievers in school community

## Other indicators of change (indirect)

Reduced rates of teenage pregnancy as young people are more optimistic about the future, are more engaged in school and have increased career aspirations

Reduced levels of imprisonment and young people in the youth justice system through driving related offences

# Program logic approach

The program logic illustrates how Ganbina’s programs work to achieve social and economic equality for young Aboriginal people. It sets out a series of “if-then” relationships that, if achieved as intended, should generate positive change throughout young people’s school life and transition to work, leading to sustainable employment in adulthood.

## How does a program logic show that Ganbina is effective?

A program logic sets out the:

- **Activities** that have been developed specifically to respond to the problems that Ganbina is trying to address
- Level of **outputs** needed to ensure that Ganbina is engaging enough young people to deliver its vision
- **Changes** that should be seen in young people, which demonstrate that the foundations are in place for young people to achieve social and economic equality as adults
- Long-term **impact** that Ganbina is seeking for the Aboriginal community in Shepparton and the broader Shepparton community. This impact is made up of the impact for each individual who has participated in Ganbina’s program, their families and the broader Shepparton community.

If the program activities are set up as intended, and there are enough young people participating in and successfully completing the activities, then those young people should be experiencing positive change related to their school life and transition to work. If these positive changes are sustained then they should lead to sustainable employment in adulthood for each individual. If each individual achieves sustainable employment, then Ganbina’s vision should be realised.

### Program logic: “if-then” relationships

Activities make outputs possible...

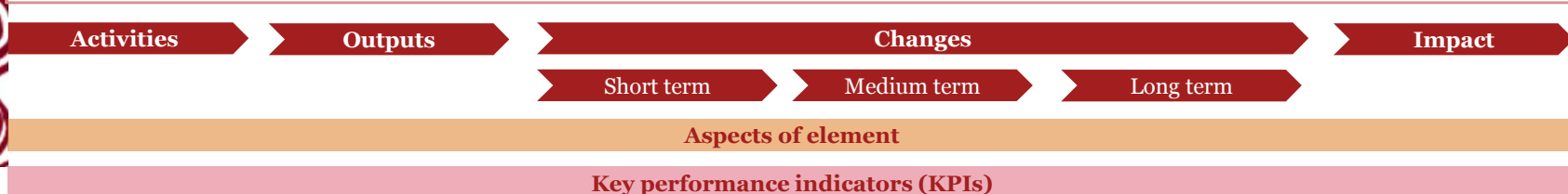
Outputs make changes possible...

Changes make impact possible...

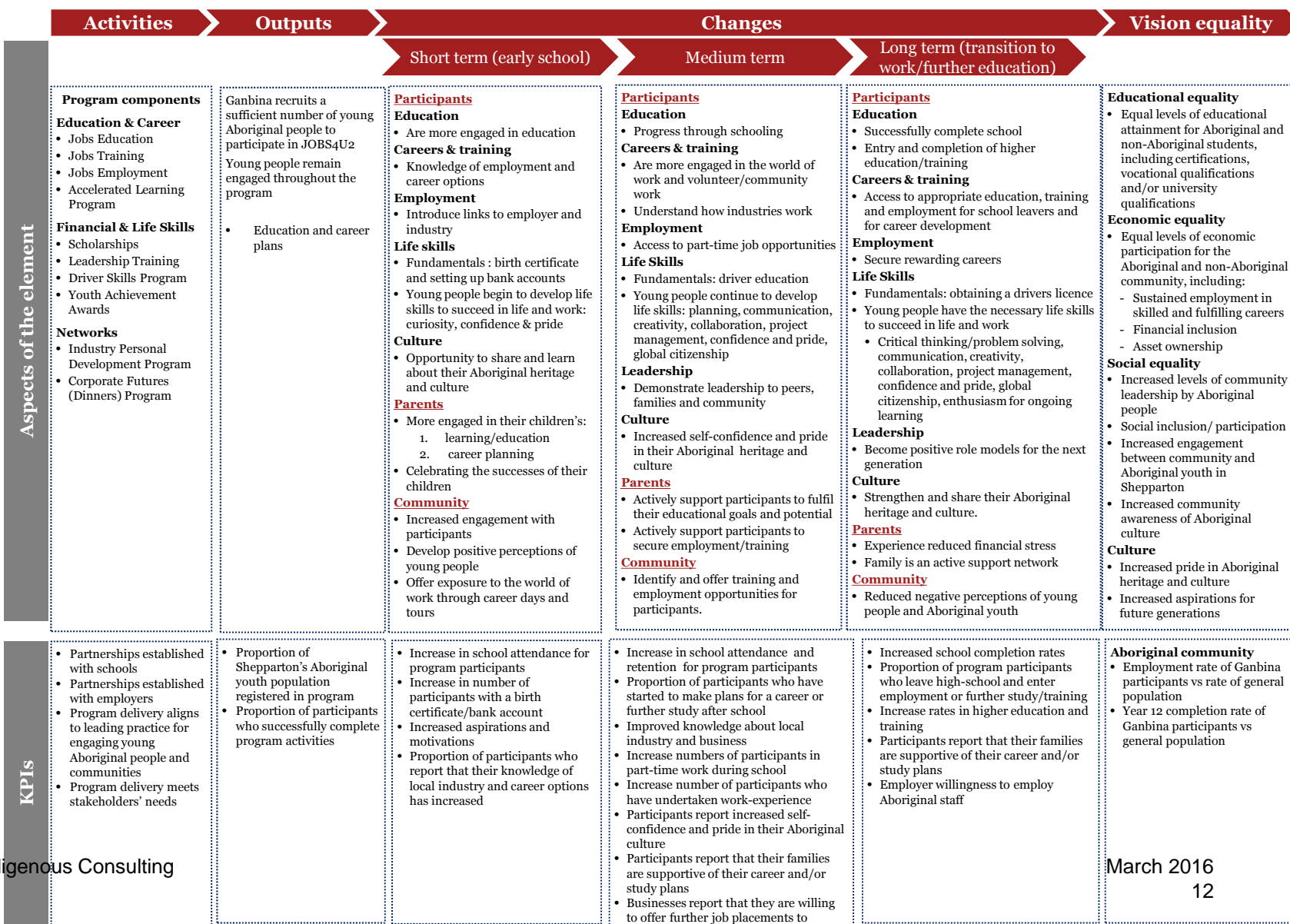
Impact makes vision possible...

## How is this program logic set up?

For each element of the program logic, how it will be delivered through Ganbina and the key indicators that can be used to assess whether the element is being delivered successfully are set out:



# Program logic







# Program logic summary

	Program logic		Comment
Vision	Empower Indigenous communities to achieve social and economic equality with other Australians within the next two generations.	✓	Through its strategies to achieve educational equality, economic equality, social equality and through increasing cultural pride, Ganbina is on track to achieve its vision.
Short term Changes	Participants are more engaged in education	✓	In their early schooling years participants are introduced to career plans and important life skills, setting them up for successful year 12 completion or transition to employment
	Participants gain knowledge of employment and career options		
	Birth certificates and setting up bank accounts		
	Opportunities to learn and share about Aboriginal culture		
Medium term Changes	Participants become engaged in the world of work	✓	Participants progress through school and are given the opportunity to become involved in the world of work, develop life skills that increase their independence and show leadership potential. The medium term changes not only keep participants on track to finish year 12 and find employment, but also help set them up for tertiary study options.
	Access to part-time job opportunities		
	Driver skills education		
	Demonstrate leadership to peers, families and communities		
	Increased cultural pride		
	The community offer training and employment opportunities		
Long term Changes	Successfully complete school	✓	Approximately 90% of Ganbina participants to finish school go on to further study or to find employment.
	Entry into higher education		
	Secure rewarding careers		
	Obtain drivers licence		
	Become positive role models in the community		

# Consultation approach

- In order to supplement the information provided by Ganbina, and to understand the impacts of its programs on participants, families and the community, consultations were undertaken.
- An online survey was developed and distributed to 382 email addresses, as well as promoted through Ganbina's Facebook. 43 responses were received, equating to an 11% response rate. According to industry practices, external surveys usually generate on average a 10-15% response rate.
- Interviews were held face to face and via the telephone with the following different stakeholder groups:

Stakeholder	Face to Face Interview	Phone Interview	Survey	TOTAL
Participants	4	4	4	12
Parents	3	1	8	12
Local businesses		2	1	3
Schools and university	3		3	5
Partners		4	5	9
Government	2		3	5
Community			4	5
Staff	5 (focus group)			5
Local community organisations			9	9
Funders/Donor			6	6
<b>TOTAL</b>	<b>17</b>	<b>11</b>	<b>43</b>	<b>71</b>

---

## Section 3

# *Programs overview*



# About Ganbina

Founded in 1997, Ganbina aims to equip Shepparton's Aboriginal young people with the education, training and life skills they need to reach their full potential as adults.

*“Ganbina showed me how to get where I want to be with my education and they helped me sort out my goals and career aspirations along the way”.*

- Ganbina Participant

## ***Supports Shepparton's Indigenous young people***

Typically, over 300 participants annually.

Participants are from Primary School to age 25.

Participants are offered support in education, training, employment, leadership training, driver skills, scholarships and career guidance.

## ***Develops partnerships with the local community***

Ganbina works with schools, parents and employers.

### **Ganbina is supported by**

Philanthropic partners  
Corporate partners  
Educational partners  
Employment partners

## ***Vision is for social and economic equality***

Ganbina aims to close existing social and economic gap between Shepparton's Aboriginal population and other Australians within the next two generations.





# ***Ganbina's programs***

## **Education & Careers**

- Jobs Education
- Jobs Training
- Jobs Employment
- Accelerated Learning Program (2015)

## **Financial & Life Skills**

- Scholarships
- Leadership Training
- Driver Skills Program
- Youth Achievement Awards

## **Access to networks**

- Industry Personal Development Program
- Corporate Futures Program

## **Ganbina Expansion Project**

Working alongside other Indigenous communities so they can become equipped to implement the Ganbina model in their own communities



# *Education and Careers*

## Jobs Education

- Encourages secondary school students to stay engaged in school by developing career aspirations, laying out career options and attaining work experience

## Jobs Training

- Helps participants aged 15-25 years obtain the required skills and qualifications needed for tertiary studies or to obtain jobs

## Jobs Employment

- Supports participants to obtain employment and progress through the workforce
- Works with employers to identify traineeships and job opportunities

## Accelerated Learning Program

- In 2015, in response to community interest and demand, Ganbina developed a program for students to access tutoring to support their studies



# *Financial and Life Support*

## Scholarships

- Provides approximately 300 participants per year with scholarships to help cover education related expenses

## Leadership Training

- Three year program for Year 10-12 students (selected by a competitive application process) to develop their leadership skills and potential

## Driver Skills Program

- Provides funding assistance for driving lessons and to obtain a driver's licence

## Youth Achievement Awards

- Up to 40 awards are presented annually to acknowledge the achievement of Indigenous youth in the region



## *Access to Networks*

### Industry Personal Development Program

- Annual four day school holiday program for Year 9-11 to give participants an experience of university life in the city, networking meetings with training and industry providers, personal development and cultural courses

### Corporate Futures Program

- Offers a series of semi-formal dinners with Melbourne based corporate partners to discuss opportunities within their industry and establish a peer network with other Ganbina Melbourne based youth



## *Future program development*

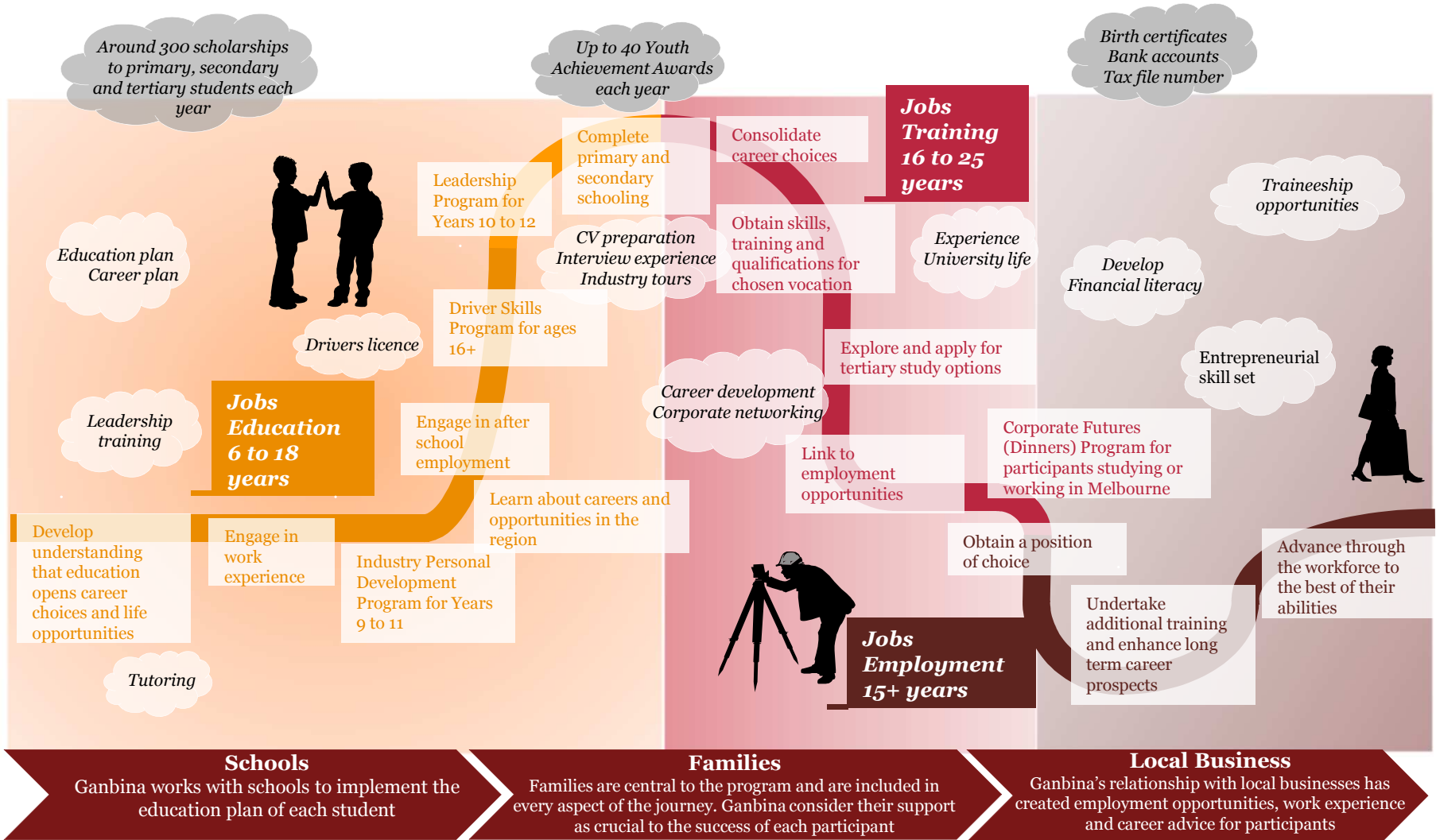
### Financial Literacy Program

- Program to be developed as a means to introduce participants to the concepts of financial literacy to make informed judgments and effective decisions about the use and management of money

### Enterprise Program

- Program to be developed to equip participants to become job creators, not just job seekers, and encourage an entrepreneurial culture

# The path of a Ganbina participant



# Case studies

## Case Study #1



*A shy student*

Hugh\* was in Year 8 when he first enrolled with Ganbina through word of mouth within the school community. Hugh was a fairly shy student and refused to speak in front of his class or his teacher alone.

*Youth Leadership Program*

Engaging in the Youth Leadership Program provided Hugh with the opportunity to connect with other Aboriginal youth, develop public speaking skills, experience different cultures and set goals. Hugh was motivated by the “high standards” of the Program.



*Speaking out*

Over the 5 years being involved with Ganbina, Hugh is now a confident, articulate, proud member of the community. His excellent public speaking abilities have been made evident at a couple of large scale events – even surprising his mother!

*The confidence to go far....*

Following the completion of Year 12, Hugh applied for a traineeship and is also considering further studies interstate. Hugh displays confidence, a positive attitude and motivation that will be instrumental in driving his future.

\* Note: name has been changed



# Case studies

## Case Study #2

At the age of 14, through his school, Jono\* became part of Ganbina's programs including JOB4U2, Achievement Awards and later on the Driving Program. Like a lot of young males at this age, Jono was also an avid sports fan and had a key interest in becoming a professional sportsman.

Through Ganbina, Jono secured a Year 11 and 12 scholarship at an elite Melbourne school. As a result of an unfortunate sporting injury, Jono's focus momentarily changed from becoming a sportsman to his studies. Jono successfully completed Year 12 and was accepted into a Bachelor Degree at Melbourne University.

Jono reached out to his Ganbina supports to assist in identifying practical work experience and financial assistance for a laptop whilst completing his studies. Jono was also successful in obtaining his drivers licence – a vital part of his next significant job.

Jono is now employed in professional financial services, utilising not only his University degree but his previous practical work experience and driving licence – all obtained with the assistance of Ganbina.

\* Note: name has been changed



*Early adolescence*

*A private education*



*Support throughout the journey*

*Financial services*





# Case studies

## Case Study #3



*Senior school*

Sandra\* joined the Ganbina program in Year 11 participating in the JOBS4U2 program, Achievement Awards and Driver Training. Sandra thoroughly enjoyed school and aspired to graduate Year 12 in order to undertake a Bachelor of Laws.

*Resources to graduate*



Ganbina provided Sandra with the resources necessary to make her educational goals a reality, such as financial support and regular one-on-one guidance meetings. This support also reduced stress levels allowing her to focus on her grades.

*Confidence and motivation*

Obtaining her probationary licence through the Driver Skill program and being awarded a Ganbina Achievement Award helped increase Sandra's confidence. Through Ganbina she learnt that hard work would not only benefit her and her family but also the wider Aboriginal community.

*University*



Upon completing Year 12 Sandra moved to Melbourne to study Law and Arts. Being a part of the Ganbina program has motivated Sandra to one day use her degree to work in Indigenous affairs.

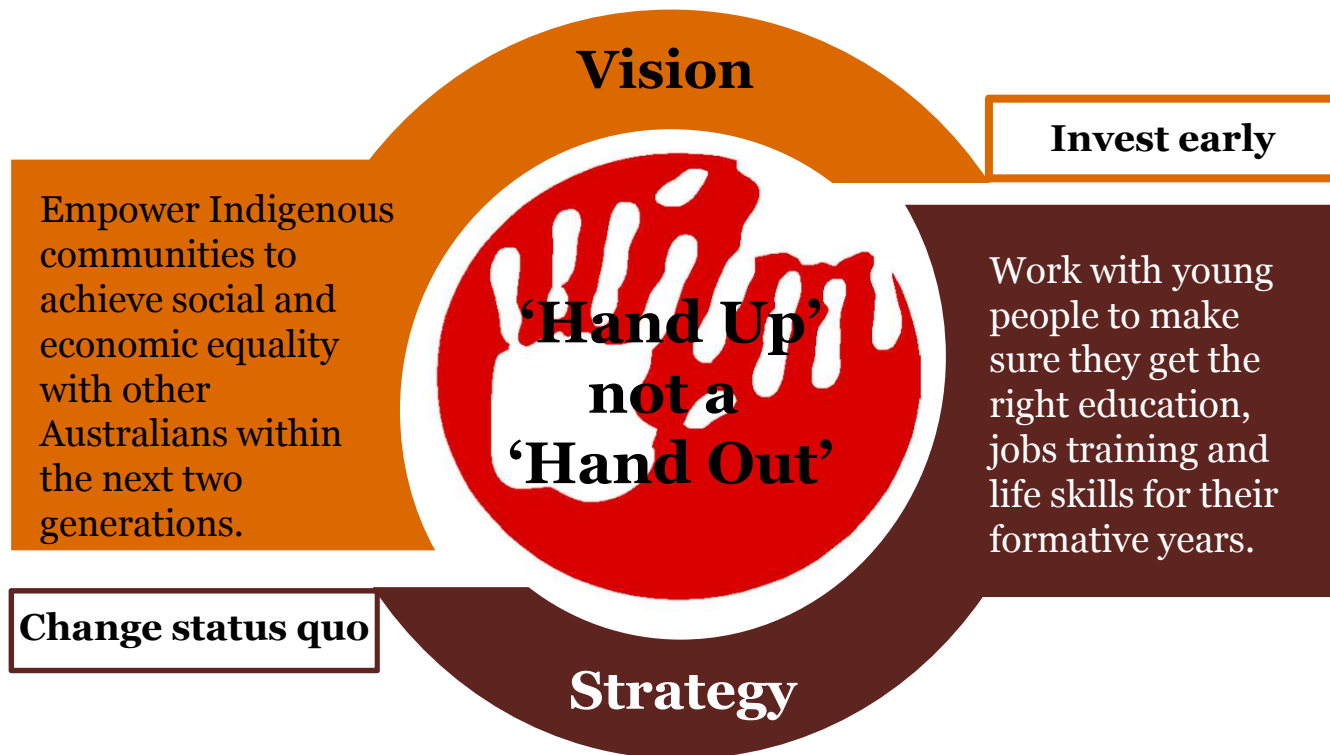
\* Note: name has been changed

---

## Section 4

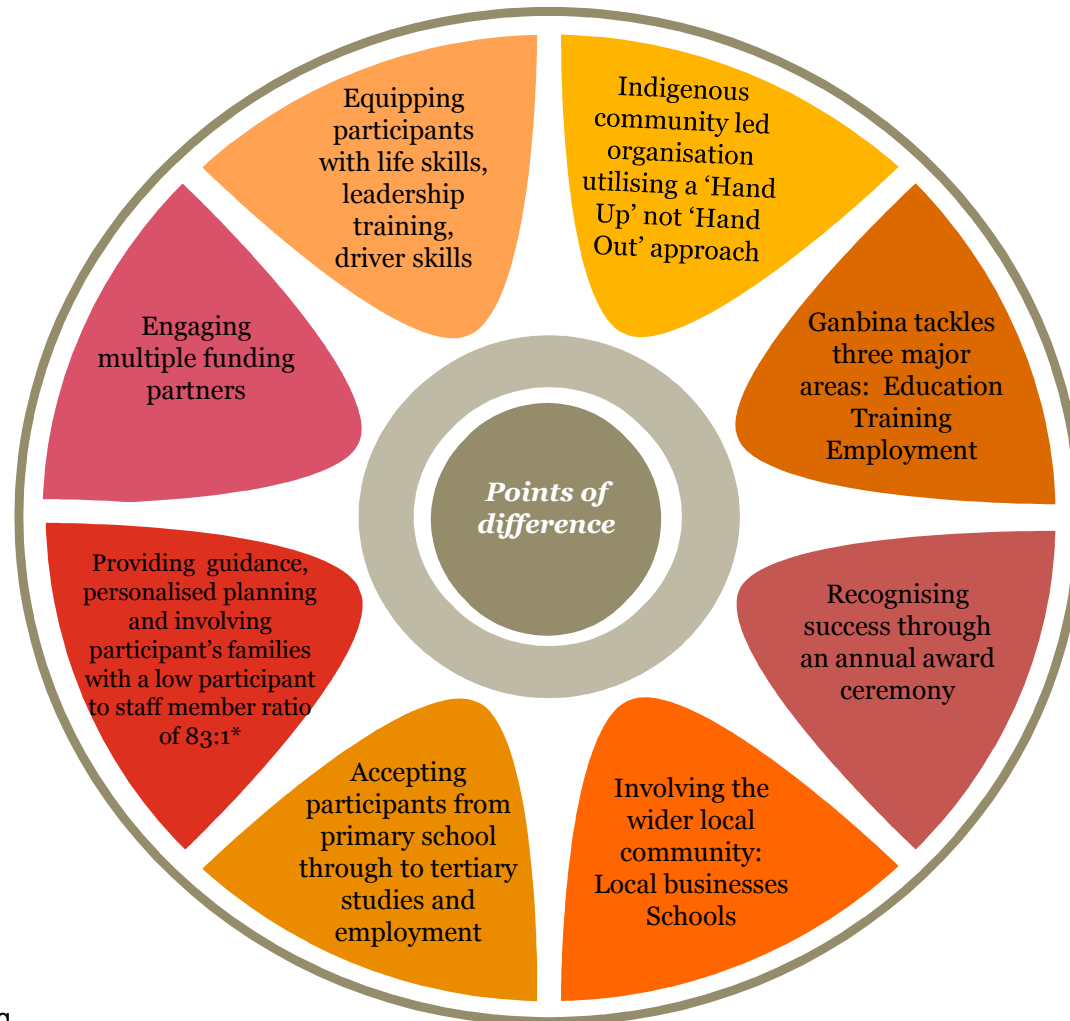
# *Operating model*

# *Ganbina's vision and strategy*



# Program points of difference

Ganbina has a unique model that has led to successes for both the participants and the local community. Ganbina's approach differs from other programs by:





## ***Alignment of Ganbina's programs with best practice research***

From best practice research key program components, factors and tools have been identified for effective program delivery to provide positive educational and training outcomes.

The following research reports have been selected to demonstrate the way in which Ganbina's programs align with key components of effective program delivery:

- World Economic Forum and BCG's 2015 New Vision for Education report (2015)
- The Forrest Review: Creating Parity (2014)
- Overcoming Indigenous Disadvantage: Key Indicators 2014 Report, Productivity Commission (2014)

# World Economic Forum and BCG's 2015 New Vision for Education report (2015) (1)

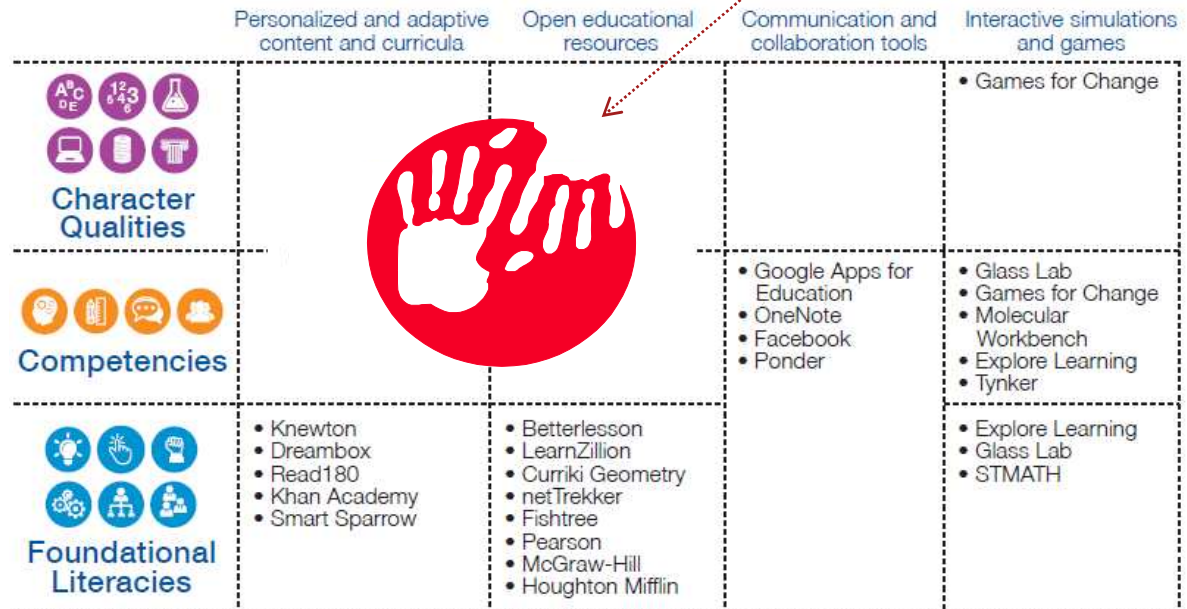
Three "21<sup>st</sup>-Century Skills" needed by students:

**Character qualities:** how students approach their changing environment

**Competencies:** how students approach complex challenges

**Foundational literacies:** how students apply core skills to everyday tasks

The Ganbina program addresses the tools gap by providing additional tools needed to develop competencies and character qualities



Note: Illustrative sample of resources and tools featured.

Source: WEF and BCG, New Vision for Education, 2015, p. 10

Ganbina's programs address the tools gap in the report's above diagram by focusing not just on foundational literacies, but also the whole person and those around them. In particular, Ganbina's use of data and their localised approach allow them to personalise and change program delivery according to the participants needs.



# The Forrest Review: Creating Parity (2014) (2)

The Forrest Review highlights the need for programs to help young people make the transition from Year 12 to employment without relying on welfare. Six specific features are reported as vital for programmes to successfully achieve this aim. The report (p. 131 -132 specifically) notes that *Ganbina* fulfils 4 of the 6 requirements for effectiveness.

## 6 requirements for effective programs

- 1 Engage with young person early in their schooling
- 2 Offer life skills that build judgment independent and resilience
- 3 Work with families, schools, employers and community
- 4 Encourage different pathways to work or tertiary education
- 5 Provide strong mentoring
- 6 Provide holistic support

Ganbina involves families, communicates with school staff and connects students with local workplaces

Ganbina's JOBS4U2 program covers Education, Training and Employment providing long-term and short-term goals

## How Ganbina achieves these

### Ganbina—supporting Indigenous young people

Ganbina provides a collection of unique school-to-work transition programmes (for example, Jobs4U2) that support first Australian students from as early as primary school to post-school age to enable them to explore their career options, build workplace and leadership skills and develop the personal skills they need to succeed in the workplace.

Since 2004, Ganbina has assisted over 800 young first Australians to finish school, undertake tertiary or vocational training or secure full time jobs. Ganbina consistently achieves in excess of 80% completion and retention rates for first Australian students across all its programmes.

Ganbina uses early intervention and high expectations to build the capacity of first Australian students to take responsibility for achieving their own career goals. Participation in Ganbina programmes is voluntary and usually by self-referral, but students are expected to maintain agreed school attendance and achievement rates to continue in the programme.

Each student develops their own individual plan and career and study goals and receives regular mentoring support, life skills training and early exposure to the workplace through industry 'taster' activities and work experience so that they gain part-time or casual employment while they are still studying.

Source: The Forrest Review, p131-132

# Overcoming Indigenous Disadvantage: Key Indicators 2014 Report, Productivity Commission (2014) (3)

The Report provides four key factors that contribute to positive education and training outcomes. We have compared *Ganbina* against the four key factors indicates that it addresses three of the factors contributing to positive outcomes.

## School Attendance

- Participants are required to keep up attendance rates
- Participants can receive awards for higher than average attendance
- Schools provide *Ganbina* with attendance information
- *Ganbina* staff visit participants at their school

## Teacher Quality

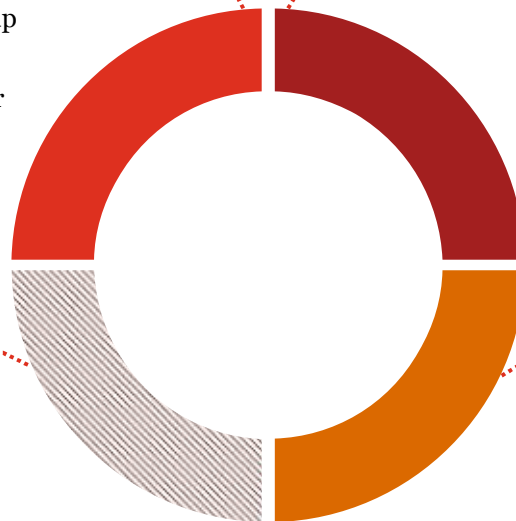
- *Ganbina* does not have a role in determining the quality of teachers

## School Engagement

- *Ganbina* participants sign education plans with a new set of goals for each semester
- Awards are used as incentives for higher than average marks and involvement in school activities
- Through regular contact with *Ganbina* staff, participants can express when they have issues in the classroom and create strategies to overcome these

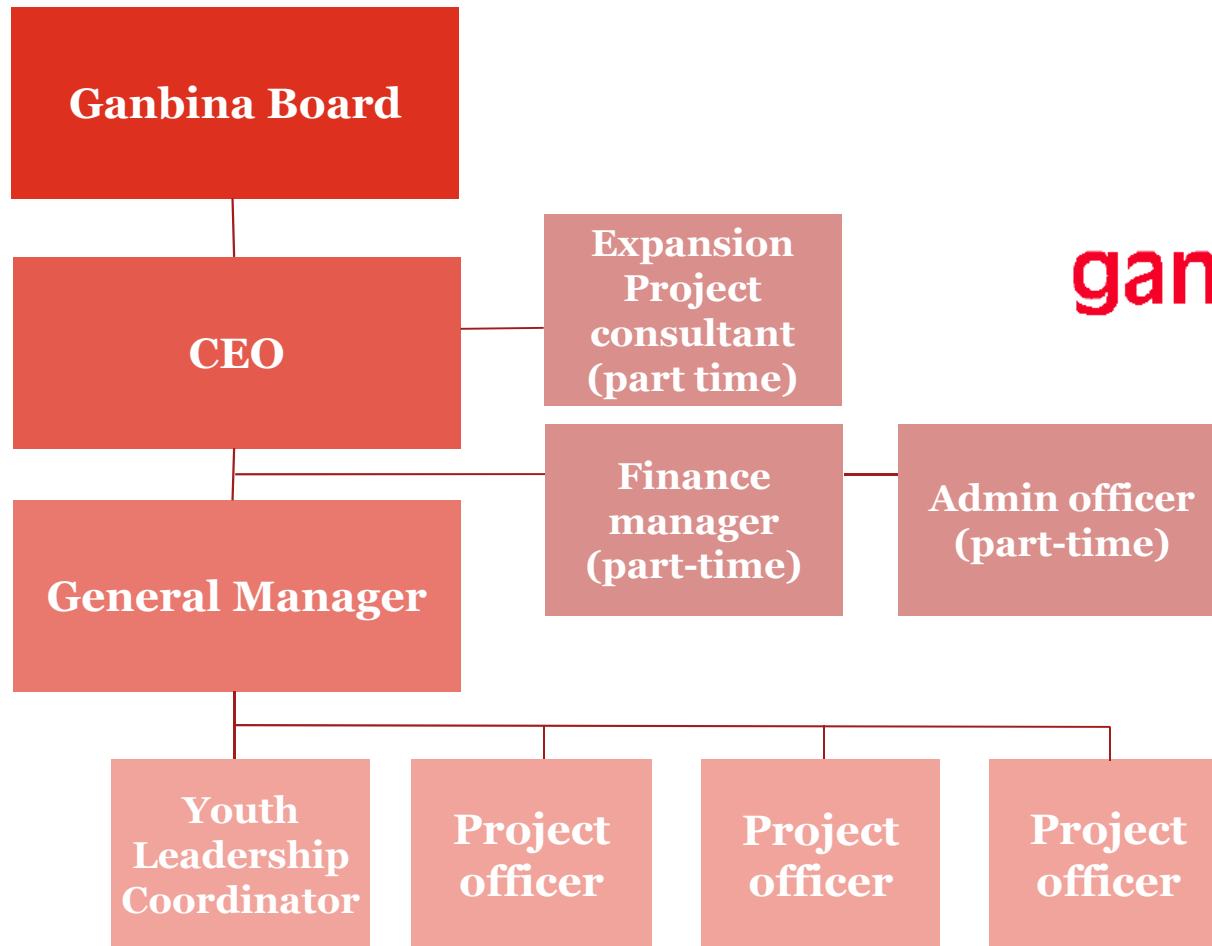
## Transition from school to work

- *Ganbina*'s JOBS4U2 Program involves assistance in Education, Training and Jobs
- Participants are supported to find part-time work
- Participants create career plans to identify the training they will be required to undertake
- Participants are introduced to local businesses





# Organisational structure



ganbina

# Governance arrangements

## Legal structure:

Ganbina is a registered charity and an Incorporated Association (ABN 29 564 690 543), governed by the Board of the Association. The Association is authorised to trade under Section 51 of the Associations Incorporation Act 1981.

## Key people:

The Board meets six times per year and consists of the four Officers of the Association, who are elected for a term of two years, and five Ordinary Members. According to the Ganbina Statement of Purposes and Rules 2010, the Chair and majority of the Members of the Board must be Koori.

### Ganbina Board

#### *Officers of the Association*

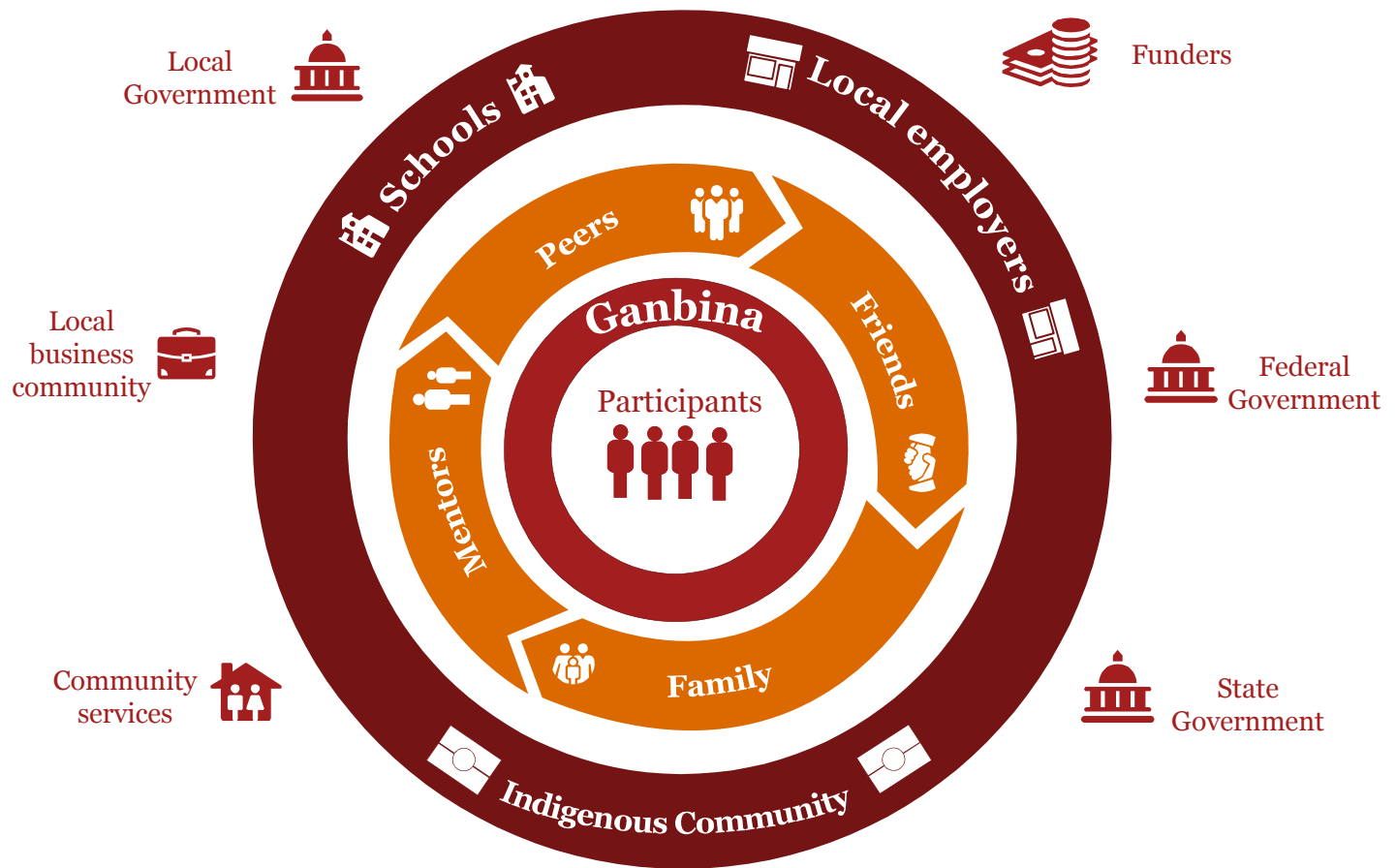
<b>Chair</b> Justin Mohamed	<b>Deputy Chair</b> Lynne Jensen	<b>Secretary</b> Keith Gray	<b>Treasurer</b> Dion Hershman
--------------------------------	-------------------------------------	--------------------------------	-----------------------------------

#### *Ordinary Members*

Dean Jarrett	Kevin Collie	Geoff West	Sean Armistead	Sue Williams
--------------	--------------	------------	----------------	--------------

*There are also a number of non-board Members, including CEO Anthony Cavanagh and CFO Craig Marshall*

# Support networks



# The role of key stakeholders

## Local employers

Many businesses are willing to work to engage young Indigenous people, but struggle to do so by themselves. Ganbina has partnered with over 20 employers and works with them to develop participants' skills and ultimately find job opportunities.

## Local community

Ganbina works together with the local community to introduce cultural shifts and ensure representation on committees. By engaging with local community, Ganbina builds community awareness, understanding and can ensure they are fully responsive to any emerging issues.

## Family

One of Ganbina's key principles is to ensure extended families are part of the team, and are allies in participants' development. This principle aligns with Indigenous cultural values.

## Schools

Ganbina works with schools and teachers to engage students from an early age and target those in need. By lifting aspirations, creating an education plan and providing role models, Ganbina encourages effort and perseverance in student studies.

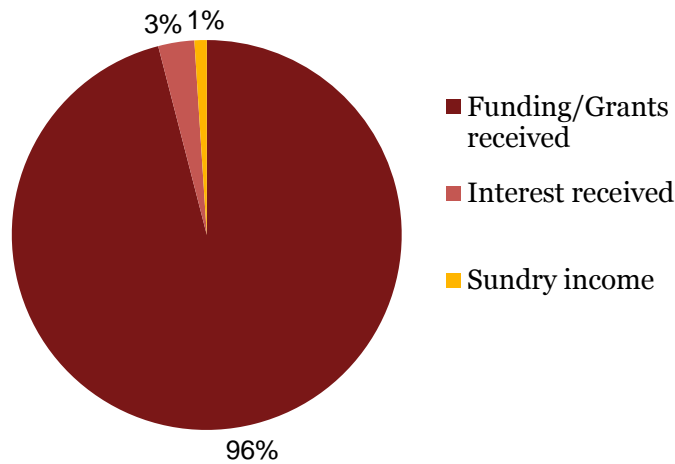
## Funders

Ganbina relies on charitable foundations, corporate supporters and individual donors to carry out its work. Since 2003, over 100 organisations and private donors have chosen Ganbina as their beneficiary organisation.

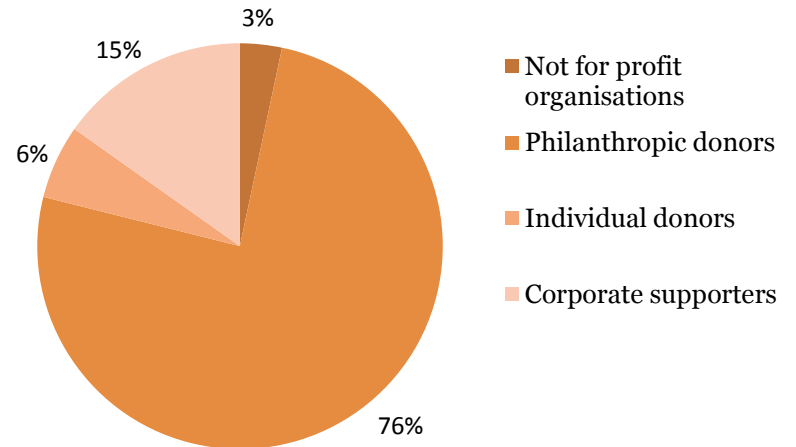
# Funding

As Ganbina currently does not seek Government funding, it is entirely reliant on corporate and philanthropic funders. Funding and grants from charitable foundations, corporate supporters and individual donors ensure Ganbina is able to achieve its goals.

**FY 2013-14 Revenue \$1,053,421**



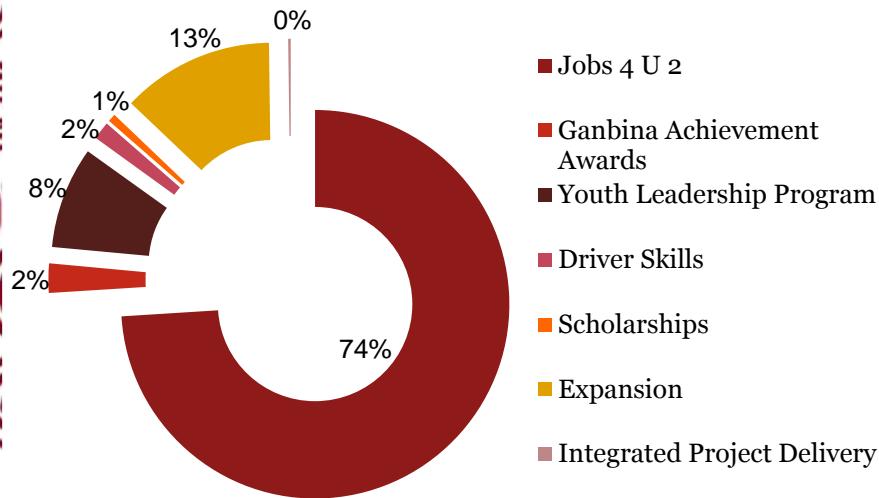
**How Ganbina is funded (FY 2013-14)**



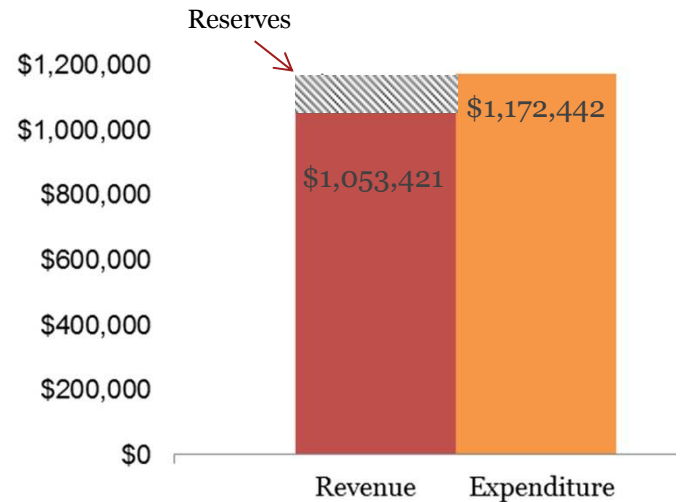
# Resourcing

**FY 2013-14 Administrative<sup>1</sup> Expenditure: \$485,911**

**FY 2013-14 Project Expenditure: \$686,531**



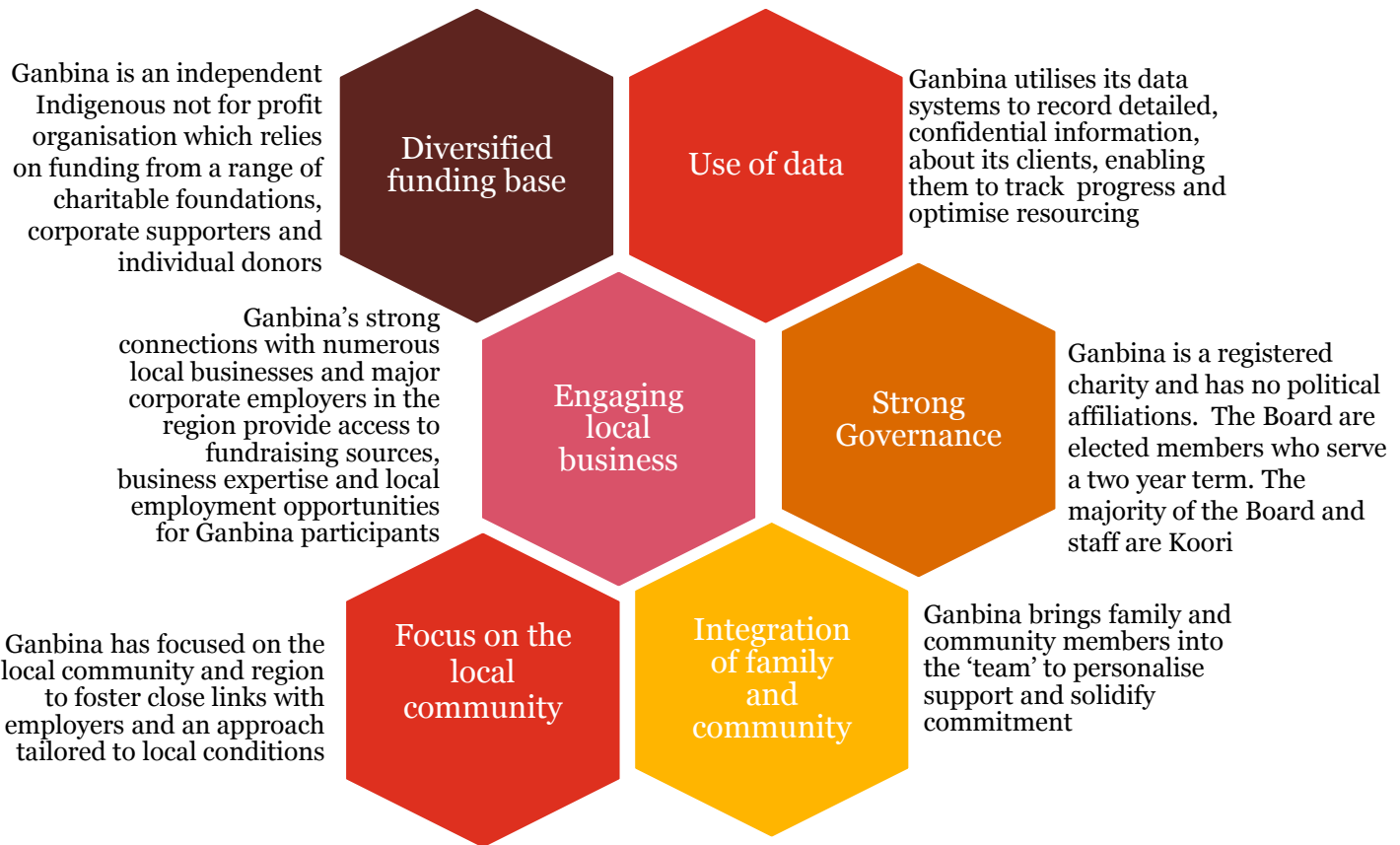
**FY 2013-14 Result: Breakeven using reserves of \$119,021**



Ganbina financed the deficit for FY2013-14 through its substantial cash reserves, which were \$1,173,058 at the end of the financial year. Taken with its non-current assets, and offset against its liabilities, Ganbina has a total equity of \$885,778. Whilst appearing as a deficit, Ganbina's board chose to access its 'cash reserves' to finance the dual CEO roles through the transition of their new CEO into the role to cover the additional cost and NOT seek funding for it.

# ***Ganbina's operational X-factors***

## ***Why does Ganbina succeed?***



---

# Section 5

## *Impact assessment*



# Summary of key findings

## Effective and successful model

- High year 12 completion rates (100% in 2014)
- High retention rates (over 95% since 2012)
- Positive participant, parent and school feedback (consultations)

## Supportive and passionate staff

Parents reported in consultations and the survey that Ganbina's staff deliver genuine, authentic and meaningful programs

## Unique funding model

Ganbina is 100% reliant on corporate and philanthropic funders and does not seek to receive Government funding, allowing it to be innovative, flexible and responsive

## A leader in its sector\*

Through comparison of publicly available materials of similar organisations –

- Ganbina's cost per participant is about half the average spend
- It has the highest retention rate
- It best achieves gender balance
- It reaches the broadest age group

# Summary of key findings continued



## *Aligns with current global best practice*

Ganbina's program approach aligns with best practice program responses for positive educational and training outcomes



## *Long term stakeholder relationships*

Approximately 70% of stakeholders surveyed have been working alongside Ganbina for over 2 years



## *An NPS score of 73.6*

Ganbina's impressive NPS score indicates a majority of stakeholders would recommend Ganbina to other people pointing to a high level of stakeholder loyalty



## *Majority Indigenous board and staff*

Ensures a program design that is culturally safe and relevant for Indigenous young people

# Impact area 1 - Education

**100%** of eligible Ganbina participants completed Year 12 in 2014

**Parents** observed considerable changes in their children as a result of Ganbina – including greater confidence, less withdrawn and a positive attitude towards their education

Ganbina's requirement for participant school reports is an added motivator for youth to perform well academically

Sharing school timetables and fee structures are two examples of a **collaborative** relationship between the schools and Ganbina

Over half of the survey respondents identify Ganbina as improving Indigenous school retention rates

**5** partnerships established with universities

**30** partnerships established with Victorian primary and secondary schools

**71%** of participants reported that Ganbina had made a positive change towards their attitude to school

## *Impact area 2 – Careers & training*

*University tours assist to break down the perception that it is a “scary place” (Staff)*

*“Ganbina helped my child get a traineeship at ANZ –this would not of happened without the Leadership Program” (Parent)*

- Participants reported that Ganbina created an effective career pathway by focusing on the “right” areas for the individual with a more personalised approach.
- Career nights generate ideas and an awareness of opportunities for participants which were also actively supported by their parents.
- By preparing CVs participants are primed for potential job opportunities, whilst the “mock” interviews gave participants confidence - one employer commented that it was evident during the recruitment process that the Ganbina participant was well prepared for the interview.
- Professional development opportunities, including corporate dinners and industry induction tours, were considered of great value to participants, in particular by providing opportunities to engage with CEOs and senior management of large corporations, created inspiration and a drive to achieve.

# Impact area 3 - Employment

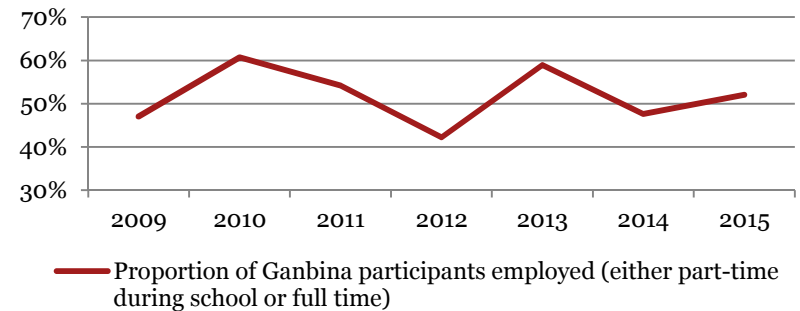
## Networks with local businesses and corporates

A true strength of Ganbina is the relationships with local businesses and various corporates. The majority of participants felt they would be unable to connect with the workforce and various networks if it was not for Ganbina's efforts in identifying opportunities, building industry knowledge and encouraging the individuals' capabilities.

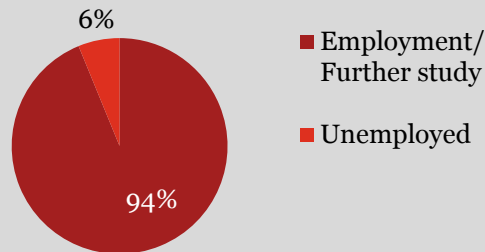
In 2015, 52% of Ganbina participants in Year 10-12 and higher education were employed on a full or part time basis. 1.3 times higher than the percentage of Australians employed part-time whilst undertaking full-time education (46% in 2012) (Foundation for Young Australians, 2013).

*"I notice many more Indigenous young people working in shops and businesses in Shepparton than 10 years ago. They are proving their competence and ability to all in the process" (Community member)*

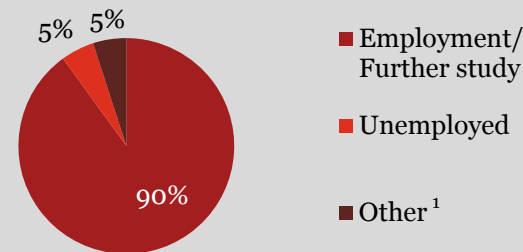
Proportion of Ganbina participants employed



Proportion of Ganbina students who finished school in 2013 to transition to employment/further study in 2014<sup>3</sup>



Proportion of Ganbina students who finished school in 2014 to transition to employment/further study in 2015<sup>3</sup>



In 2015, of Ganbina's 20 participants to finish school in 2014, approximately 95% are engaged in further study or are employed<sup>2</sup>

<sup>1</sup> Other: 1 participant's whereabouts is unknown

<sup>2</sup> This percentage does not take into account those from the 'other' category

<sup>3</sup> These charts are a longitudinal indication of employment and educational outcomes of participants from the 2013 and 2014 cohort because they rely on data collected one year after participants finish school






## Impact area 4 – Life skills

- Ganbina’s age range of 6 to 25 years allows for 19 years of steady influence and support to develop life skills.
- Practical initiatives such as obtaining a tax file number, birth certificate and bank account are fundamental in setting up individuals for employment.
- The driver education program has played a significant part in participants gaining their licence by alleviating the high cost associated with this process as well as the availability of a supervisor driver and vehicle.
- All stakeholders reported Ganbina contributes significantly to participants becoming self-sufficient, confident and persistent individuals. By establishing goals, creating a plan and using relatively simple techniques such as beginning a Ganbina session with the questions “How are you feeling?” “What are your ambitions?” enables participants to stay on track and reflect on their progress.
- It changes the mindset and behaviours of participants that in order to achieve something in life, you must work for it and it won’t be handed to them. This reiterates Ganbina’s motto of “a hand up, not a hand out”
- By securing work experience or their first time job, participants began to understand the demands and realities of a job and gain a sense of the value of money.

In 2014, there was an increase of **40%** in the number of participants obtaining a bank account and **20%** increase in obtaining a birth certificate

<p>Fundamentals</p> <p>birth certificate</p> <p>bank account</p> <p>passport</p> <p>driver education</p> <p>tax file number</p>	<p>Skills</p> <p>global citizen</p> <p>collaboration</p> <p>persistent</p> <p>goal setting</p>	<p>planning</p> <p>confidence</p> <p>ongoing learning</p>
---	--	---



## ***Impact area 5 - Leadership***

### **Within their peers....**

- Parents reported Ganbina creates a “world” view, allowing participants to “*spread their wings*”
- *The Youth Achievement Awards are highly regarded and seen as one of the most rewarding and biggest accomplishment for an Indigenous student (Parent of a Ganbina’s participant)*

### **Within the family....**

- It appears siblings are greatly influenced to join Ganbina programs as a result of their brothers and sisters
- *“Ganbina are changing the attitudes towards learning and employment for this generation - including the younger brothers, sisters and cousins of current youth participants” (Donor)*

### **Within the community....**

- Ganbina builds an alumni of aspirational participants who are not only leaders within the Indigenous community, but within the wider community
- Participants engage in networks, committees and work experience that contribute to providing a positive imagery of the Indigenous youth community



## Impact area 6 - Culture

### Connection

Ganbina provides opportunities to connect with other Aboriginal youth within the area. This is particularly beneficial to those who are enrolled in schools with low numbers of Aboriginal students.

*"We are not just 10 students, we are 10 family members"*  
(Participant)

### Increased pride

Participants demonstrate increased pride in who they are and the confidence to talk about their identity.

*"Ganbina has helped encourage my children to stay connected to their culture, and you can't put a price on that!"*  
(Parent)

*walk tall,  
walk proud*

Participants are exposed to cultural opportunities – both of their own and other Indigenous communities (New Zealand). Experiencing other cultures also empowered participants to reflect on their own culture.

Schools have a better understanding of Aboriginal culture and potential barriers to Aboriginal students' education

### Opportunities

### Understanding

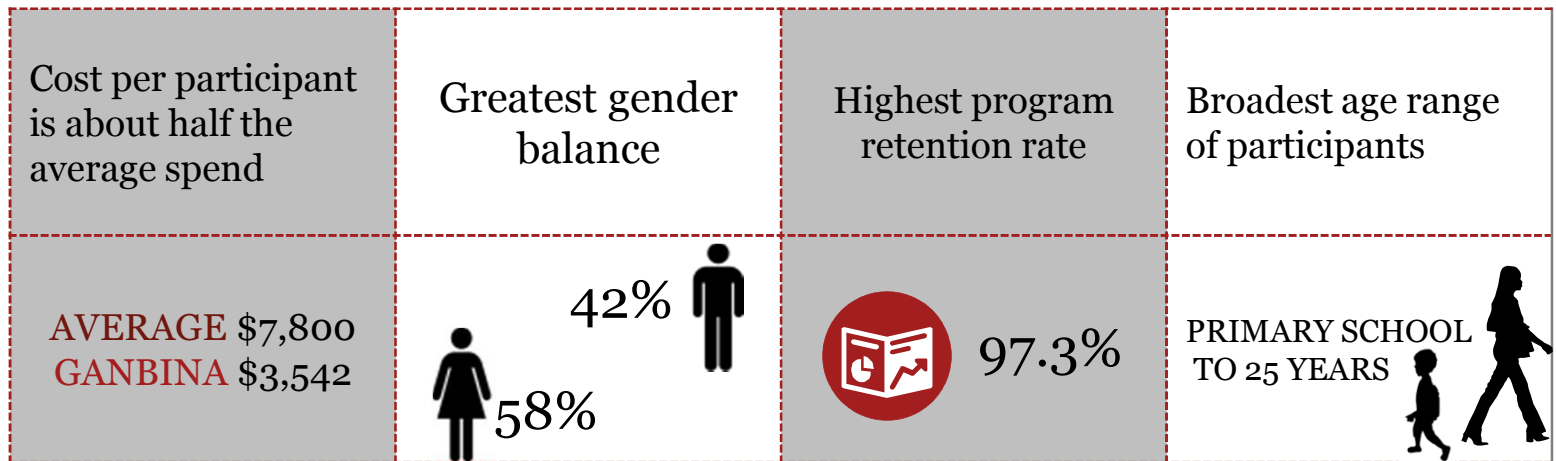
# ***Greatest strengths – consultation feedback***

The results of the evaluation were overwhelmingly positive with many stakeholders emphasising the following key strengths of Ganbina:

- ✓ It has a clear **focus** in what it does
- ✓ It demonstrates a **commitment** to the long term
- ✓ Programs are genuine and **authentic**
- ✓ **Develops** participants confidence, pride and ambition
- ✓ Provides **practical support** to ensure participants remain in school, further education or employment
- ✓ **Connects** well to the local community, including parents, businesses and schools
- ✓ Staff have a detailed **understanding** of the **needs** of participants and **local issues**
- ✓ Staff are **supportive**, passionate, driven, **consistent** and have a true interest in the **well-being** of participants
- ✓ Provides support up to the **age of 25 years**, ensuring participants are engaged at a time of potential **risk and vulnerability**, particularly after moving away from home
- ✓ The funding model allows for **innovative, flexibility and responsiveness** in the delivery of their services

## ***Sector comparison\****

Using publicly available materials, we compared the Ganbina program to similar school to employment transition programs that reach Indigenous youth.



\*Information from Ganbina's Sector Comparison and Operational Considerations Report available by request only

# Stakeholder value

The following are summary points from stakeholder consultations and the online survey -

## Parents



- Parents reported in consults and the online survey that Ganbina staff have not only built a great rapport with their children but also have developed a very supportive relationship with them.
- Consults reflected that parents and the wider family are constantly encouraged to attend Ganbina events with the participants.
- *“One of the greatest strengths - Caring, they are always there to listen and help, and go above and beyond regardless of the situation” (Parent)*
- *“Ganbina were kind of my life partner, they helped me raise my kids” (Parent)*
- As a result of Ganbina, parents indicated, in both the online survey and the consultations, that they are now more aware of where to go for support with their child’s education, whether it be to discuss an issue, or if they require financial assistance.
- Financially, Ganbina has been of great assistance for uniform items, books, fees, driving lessons, in particular for single parent families according to consultations.
- Assistance with obtaining birth certificates, establishing bank accounts, securing a tax file number were considered of great value in the consults and alleviated any confusion and frustration with what could potentially be a complex task.

## Schools



Consultations with school staff revealed -

- Ganbina assists students to stay in school on a day to day basis by providing consistent, ongoing support.
- *“Ganbina has remained consistent for many years – it provides significant value to our current school program by wrapping around the student” (School staff)*
- Ganbina has built a symbolic profile within the schools, with many schools providing a dedicated “Koori space” for Ganbina staff and students
- Financial support, including scholarships, but also for the smaller items, such as shoes can make a huge impact on the students willingness to attend and enjoy school.
- Ganbina also provides ongoing assistance with communication between families and the school, whether it be around the student’s performance or any personal home/life issues.
- Nearly 2/3rds of teachers have worked with Ganbina for over six years

# Stakeholder value continued

Employers



- Employers consider Ganbina as a trusted, established brand, with consultants reporting significant value in:
  - Supporting their business by way of regular “check-ins”, seeking feedback from staff and a “go to” for any issues;
  - Providing employable, work-ready, confident workers with excellent communication skills;
  - Influencing the decision to employ Aboriginal staff; and
  - Building their cultural knowledge and understanding.
- *“Ganbina students come in as junior workers and they appear to be more confident than most of the other juniors” (Employer, consultation)*
- Consulted employers indicated that they were likely to employ a Ganbina participant in the future.
- The Social Return of Investment ratio for Ganbina is 6.7:1 with \$127,00 of value created by Ganbina to employers for increased access to job-ready workers. Increased access also increases employers ability to reach their Indigenous employment goals (Social Return on Investment Analysis, SVA Consulting, 2014)
- In 2014, Ganbina conducted a Ganbina Business Lunch with fifty industry leaders in the Goulburn Valley, and commissioned the Goulburn Valley Economic Analysis, which identifies economic activity and growth in the region. These two initiatives engendered community buy-in and forged strong networks with individual employers who may enter into future partnerships with Ganbina.



# Stakeholder value continued

## Funders



- Ganbina relies on funding from charitable trusts, corporate supporters and individual donors to operate the organisation and produce educational and employment outcomes.
- Over the years, Ganbina has received support (financial and in-kind) from over 100 philanthropic partners.

Consultations indicated –

- Funders have a great sense of confidence and trust in Ganbina to deliver their programs and the way it operates was described as “personalised”, “authentic”, “professional”
- Funders have observed Ganbina as growing and maturing in their approach. Most funders consulted with were also very supportive of expanding Ganbina to other communities.
- As a result of the strong relationship and foundation with Ganbina, it has influenced other funders to support other Indigenous groups /organisations. Ganbina has also had a role in verifying other programs for potential funders.
- Funders believe Ganbina have a “healthy attitude” to reviewing programs and are early adopters of new initiatives and concepts, for example the Social Return on Investment.
- *“we need the Ganbina’s of this world” (Funder)*
- The online survey and consultations suggest Ganbina’s existence and purpose is well known within the local community.

## Community

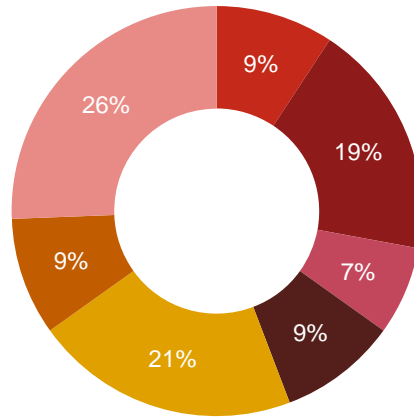


- 97.3% of stakeholders surveyed feel the Ganbina program has had a positive impact on the community
- According to consults, often there are positive news based stories in local media as well as community based events which assist to integrate Ganbina into the community.
- Consulted community members have observed growing aspirations and developing leaders amongst Ganbina participants.
- *“It is so pleasing to see the young ones get the respect from not only the staff but parents, teachers and family” (Community member, online survey)*
- Consultations show there is an awareness that Ganbina students are being provided with opportunities and making something of themselves.

# Survey results<sup>1</sup>

43 stakeholders and friends of Ganbina participated in the online survey

## Involvement with Ganbina



- Participants
- Parents
- Principals or Teachers
- Community members
- Local community organisation
- Funders
- Other (includes business partners, suppliers and donors..)

**76% of stakeholders have been involved for 2-5 years including almost all funders**

**Over 35% of stakeholders have been involved with Ganbina for more than 6 years**

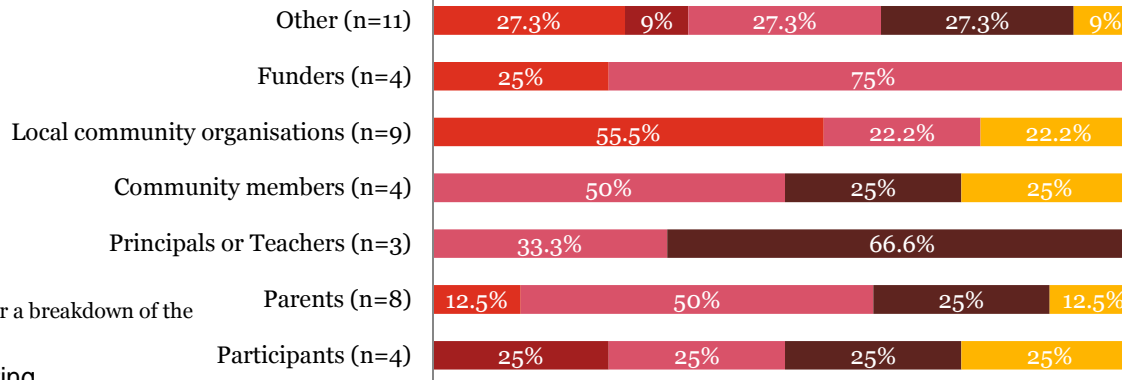
**Ganbina continues to attract new partnerships with 50% of local community organisations becoming involved over the last 12 months**

## Years involved with Ganbina

- Less than 1 year
- 1 - 2 years
- 2 - 5 years
- 6 - 9 years
- 10+ years



## Years involved by stakeholder group

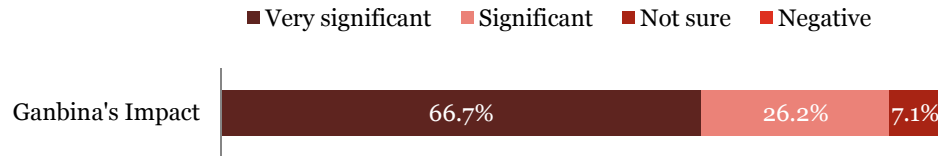


<sup>1</sup> See Appendix 4 for a breakdown of the results



# Survey results

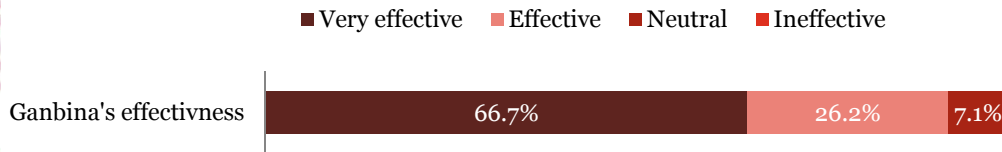
## What impact is Ganbina having?



## Results from stakeholder groups



## How effective is Ganbina?



## Results from stakeholder groups



\*Note: not all respondents answered this question

Not one stakeholder believe Ganbina's impact to be insignificant or its effectiveness to be ineffective

92.9% of stakeholders consider Ganbina's impact be significant or very significant

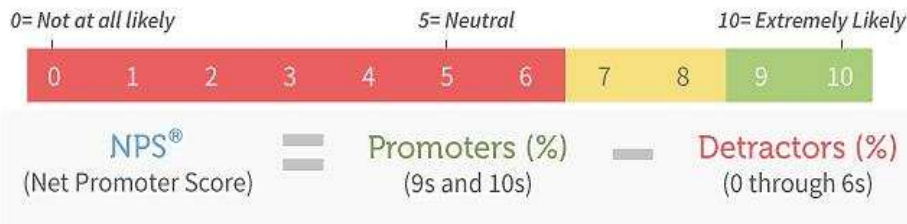
100% of Principals or Teachers consider Ganbina's effectiveness to be very effective

A majority of respondents from all categories believe Ganbina's effectiveness to be very effective

# Survey results

A Net Promoter Score (NPS) is an indicator of how successfully an organisation is performing. It is a measure of the loyalty that exists between stakeholders and Ganbina. Survey participants were asked how likely, on a scale of 0 – 10, they would be to recommend Ganbina to a friend or relative.

A NPS is calculated as followed:



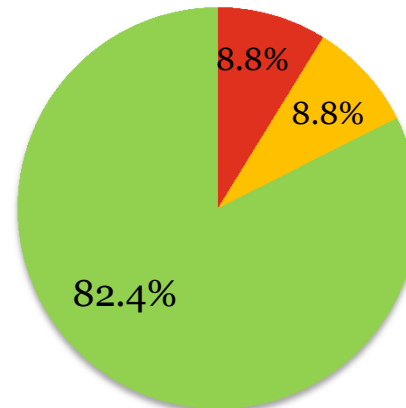
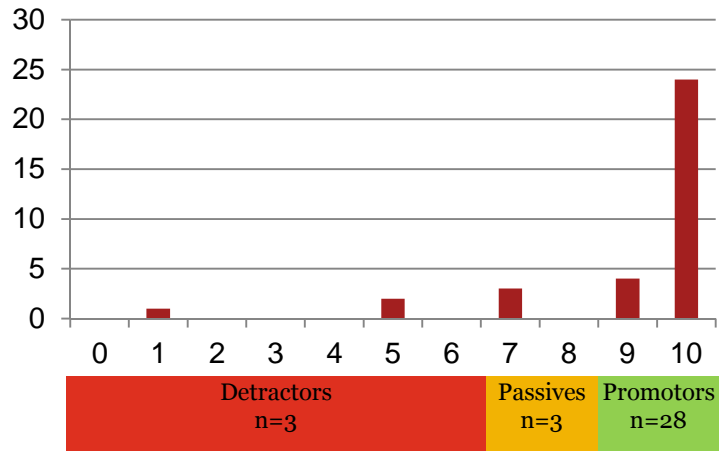
**Ganbina's NPS is 73.6\***

Many organisations have a NPS score in the negatives

A NPS score greater than 0 is felt to be good as it indicates promoters outweigh detractors

A NPS of 50+ is considered excellent

Survey results:



■ Detractors    ■ Passives    ■ Promoters

\*NPS scores need to be considered in context of the sector in which the organisation operates. It is acknowledged that charitable organisations are more likely to have a high NPS score as stakeholders are less likely to be 'detractors' if they have not paid for the service.



# *How stakeholders describe Ganbina*

Respondents were asked to contribute 3 words to best describe Ganbina...



## Value quotes

*"These kids are often the trail blazers in their own families by being the first to finish Year 12" (Ganbina staff)*

*"Ganbina are always there to listen, help and go above and beyond regardless of the situation. They are very dedicated workers and always ensure that the students have what they need for school" (Parent)*

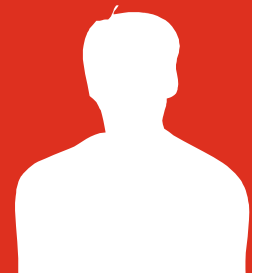
*"Ganbina changed a shy boy into a confident young man" (Parent)*

*"Many young Indigenous lives and careers have been given a beginning by this program" (Community member)*

*"Ganbina has created aspiration and achievement amongst young Indigenous people and as a consequence, within their wider families" (Community member)*

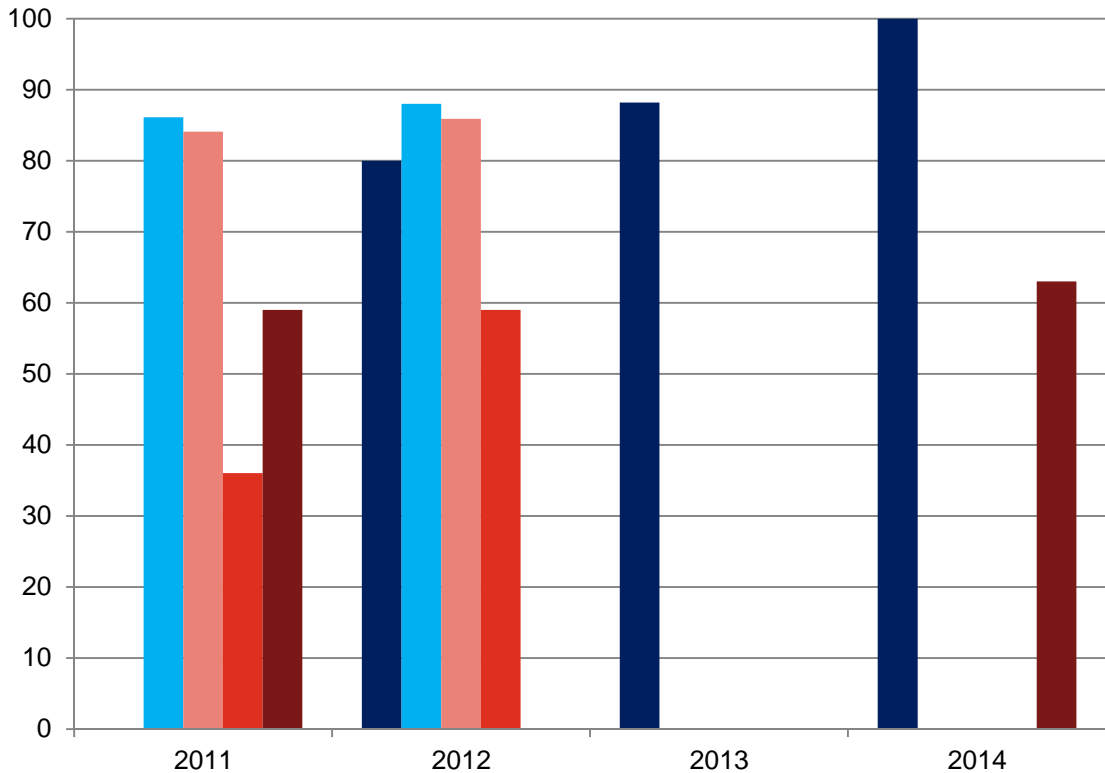
*"Children go from thinking they can't be anything, to knowing they can be everything they want to be" (Ganbina staff)*

*"The interview preparation ensures they are well prepared for the interview" (Employer)*



# Year 12 attainment

- Year 12 attainment rates have been sourced from ABS data and Government reports. Data is not available for every year.
- Only 36% young Indigenous Australians attained year 12 in 2011 and only 59% in 2012, well below the national rate
- Ganbina’s year 12 attainment has continued to rise each year and reached 100% in 2014, well above the rate of the local area



Ganbina’s year 12 attainment rate for 2013\*  
88.2%

Ganbina’s year 12 attainment rate for 2014\*  
100%

- Ganbina's Year 12 attainment
- Victorian Year 12 attainment
- National Year 12 attainment
- National Indigenous Year 12 attainment
- Shepparton Year 12 attainment

Source: Student Completion Rates Victoria’s Auditor-General’s Report 2012 (for Victorian Year 12 attainment and National Year 12 attainment), ABS data (for Shepparton Year 12 attainment and National Indigenous Year 12 attainment 2011), Overcoming Indigenous Disadvantage Report 2014 (for National Indigenous Year 12 attainment 2012)

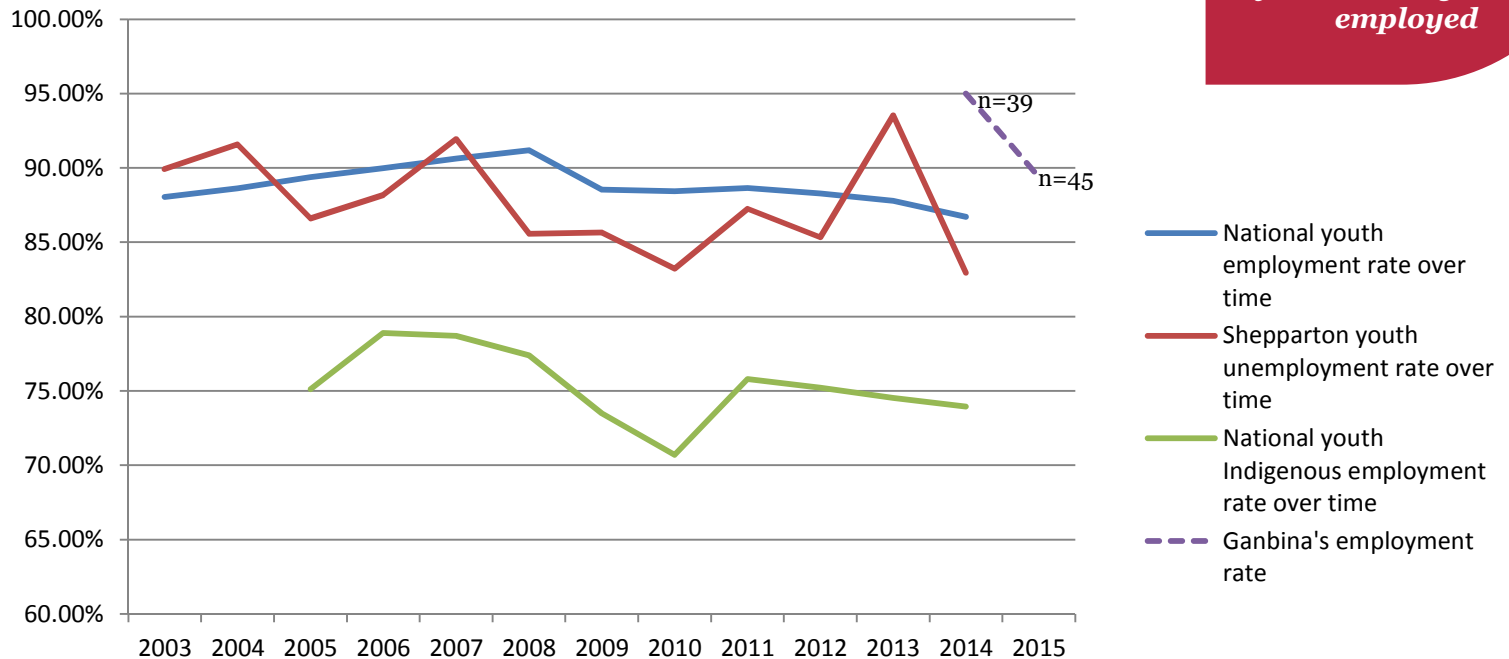
\*Note: State and national data for 2013 and 2014 is not available for comparison



# Employment

- The national youth employment rate (aged 15-24yrs) has decreased since the Global Financial Crisis (2008) to an average of 87%
- The Shepparton youth employment rate has a similar trend to the national youth employment rate despite displaying greater volatility
- Ganbina's employment rate for those who had completed Year 12 and secured employment or undertaken further studies (University/TAFE) was 95% in 2014 and 89% in 2015
- The national youth Indigenous employment rate is consistently below the general population at about 75%

*Of the cumulative number of Year 12 participants to finish school (51), approximately 89% are engaged in further study or are employed*



Note: 6 (in 2015) and 14 (in 2014) of the participants were not included in the employment rate as their status is unknown or they are no longer on the program  
 Source: Australian Bureau of Statistics, Labour Force 2015 and Estimates from the Labour Force Survey, 2011



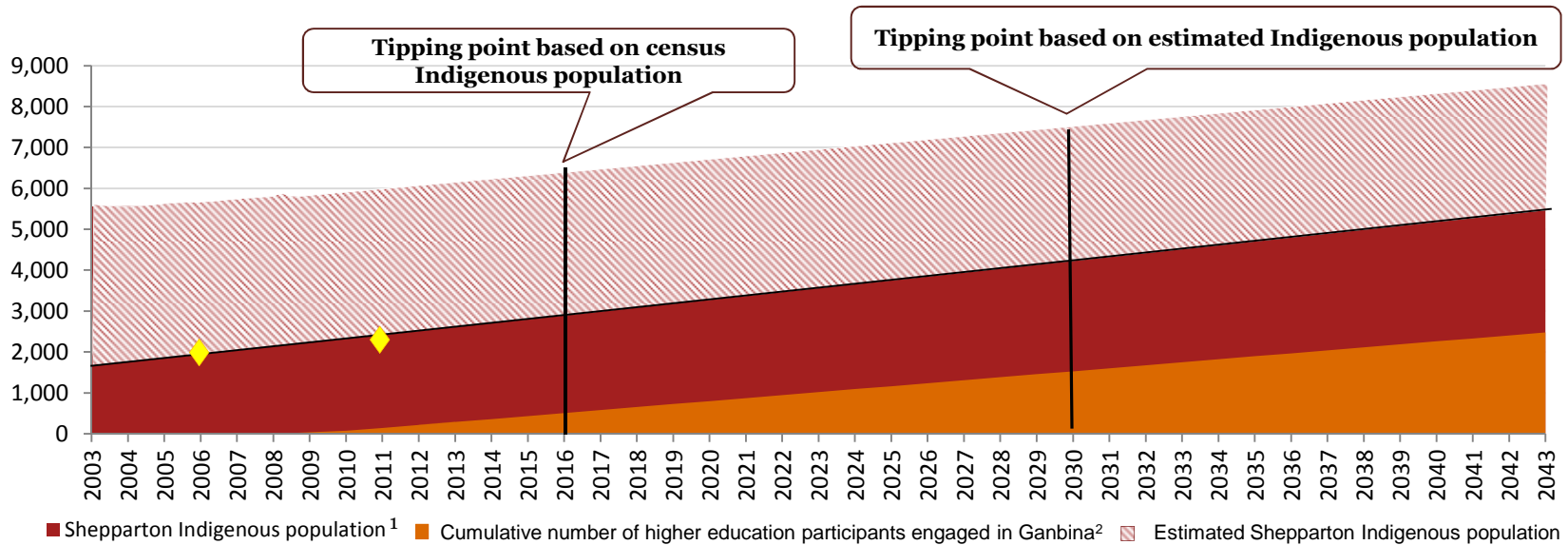
## ***Is Ganbina on track to achieve its vision?***

- The “tipping point” is a proxy measure that can be used to work out what proportion of a population you need to reach to influence change. *Pareto*, named after findings of economist Vilfredo Pareto, University of Lausanne, 1896, is the observation that where a large number of factors contribute to a result, the majority (80 per cent) of the result is due to the contributions of a minority (about 20 percent)
- If the cumulative number of Ganbina participants engaged in higher education, such as Years 11-12, University, TAFE continues to grow at the same rate, Ganbina will reach *pareto* by 2016 according to the ABS population and by 2030 according to the estimated population.
- The ABS census population for Shepparton is displayed in red.
- The actual Indigenous population of Shepparton is generally assumed to be much higher. Client records from Rumbalara Aboriginal Co-operative indicate that there are approximately 6000 Indigenous clients on their database representing at least 10% of the total local population of Shepparton, displayed by the shaded area.
- Not all data is available to undertake a population based analysis of wage equality and other economic participation indicators. We are using successful school to work transition as an indicator to measure what will influence economic participation.

***School enrolment data shared with Ganbina suggests they are working with approximately 60% of high school aged students in Shepparton***



# On track – the tipping point based on higher education\*



\* Higher education includes participants in Years 11-12, University, TAFE, ASHE.

<sup>1</sup> Assumes the Indigenous population grows at 14.89% every 5 years based on the rate of growth between the two census dates 2006 and 2011. We have used the same rate of increase for the estimated Indigenous population

<sup>2</sup> The cumulative number of higher education participants includes those in Years 11-12, University, TAFE, ASHE in any given year. It assumes that the number of participants in this category remains consistent at 73 per year. Note Ganbina has capped the total number of participants per year at 350.

---

## Section 6

# *Future opportunities*

# Future opportunities



## Continued focus on long-term sustainability

Maintaining its exceptional retention rate and continually review and adapt programs to meet student needs



## Continued focus on securing multi-year funding

Continue to engage new funding partners in long term funding arrangements and retain current relationships



## Supporting the Ganbina Expansion Project

Increased focus on working alongside other communities to support them in implementing the Ganbina model



## Implementing the Accelerated Learning Program

The Accelerated Learning Program, which provides tutoring to participants, is in its early stages of development and will require the continued efforts of Ganbina to successfully implement this initiative



## Developing financial literacy program

Introduce participants to the concepts of financial literacy to make informed judgments and effective decisions about the use and management of money



## Developing enterprise program

Equip participants to become job creators - not just job seekers, and encourage an entrepreneurial culture

---

# *Appendices*



---

## ***Appendix 1 – Literature Reviewed***

- *New Vision for Education*, World Economic Forum in collaboration with The Boston Consulting Group, 2015
- *The Forrest Review: Creating Parity*, licensed from the Commonwealth of Australia under a Creative Commons Attribution 3.0 Australia Licence, 2014
- *Overcoming Indigenous Disadvantage: Key Indicators 2014 Report*, Steering Committee for the Review of Government Service Provision, Productivity Commission, Canberra, 2014
- *How Young People are Fairing: the national report on the learning and earning of Young Australians*, Foundations for Young Australian, 2013



---

## ***Appendix 2 - Reports/materials reviewed***

### Ganbina documents

- Ganbina Annual Reports 2003 to 2014
- Ganbina Client data summaries 2012 to 2015
- Ganbina Partner Updates 2013 to 2015
- Ganbina Organisation Structure 2014
- JOBS4U2 Program Description and Client Pathway

### Past evaluations

- Ganbina Jobs 4U2 Program Evaluation 2011 to 2013, June 2014, Dr Katrina Alford
- Social Return on Investment (SROI) Ganbina JOBS4U2 Program evaluation, Social Ventures Australia Consulting, 2009

### Value for money

- Student Completion Rates, Victoria's Auditor-General's Report, 2012
- Overcoming Indigenous Disadvantage Report, 2014
- Australian Bureau of Statistics, Labour Force, 2015
- Estimates from the Labour Force Survey, 2011
- Australian Bureau of Statistics census data, 2006 and 2011
- Rumbalara Aboriginal Co-operative client records



## Appendix 3 – Online Survey Questions

### Introduction

Welcome to the Ganbina Survey. Ganbina has engaged PwC's Indigenous Consulting to evaluate the progress and impact of its programs. Your survey results will provide valuable information for this evaluation. The survey should take no more than 5 – 7 minutes. Thank you for your input.

### Q1. How are you involved in Ganbina?

[Select one of the following]

- I am a participant
- I am a parent of a Ganbina participant
- I am a Principal or Teacher at a school
- I am an employer of Ganbina participants
- I am a member of the community
- I am a member of a local community organisation or local government
- I am a Ganbina funder
- Other
- Specify

### Q2. How long have you been involved with Ganbina?

[Select one of the following]

- Less than 1 year
- 1 – 2 years
- 2 – 5 years
- 6 – 9 years
- 10+ years

### Q3. What do you think are the greatest strengths of the Ganbina program?

[Free text]

### Q4. What impact do you think the Ganbina program is having?

[Select one of the following]

- Very significant
- Significant
- Not sure
- Negative





**Q5. Describe the impact you think the Ganbina program is having?**

[Optional free text]

**Q6. How effective do you think the Ganbina program is?**

[Select one of the following]

- Very effective
- Effective
- Neutral
- Ineffective

**Q7. Do you feel that the program has had a positive impact on the community?**

[Select one of the following]

Yes

➤ In what way? What are the key things that you notice?

[Free text]

No

**Q8. What 3 words do you think best describe Ganbina?**

[Free text]

**Q9. How likely are you to recommend the Ganbina program to a friend or relative?**

[Select number on a scale from 0 – 10]



**Q10. Do you have any suggestions of how to improve the Ganbina program?**

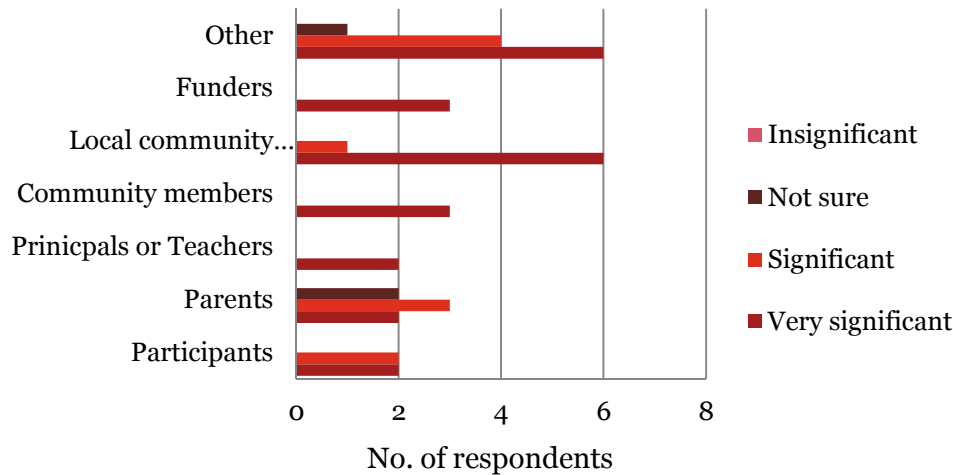
[Optional free text]

**Q11. Do you have any general comments overall in regards to the Ganbina program?**

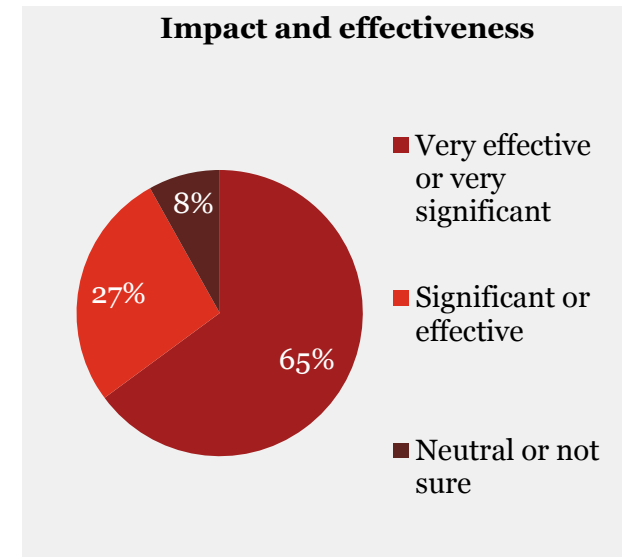
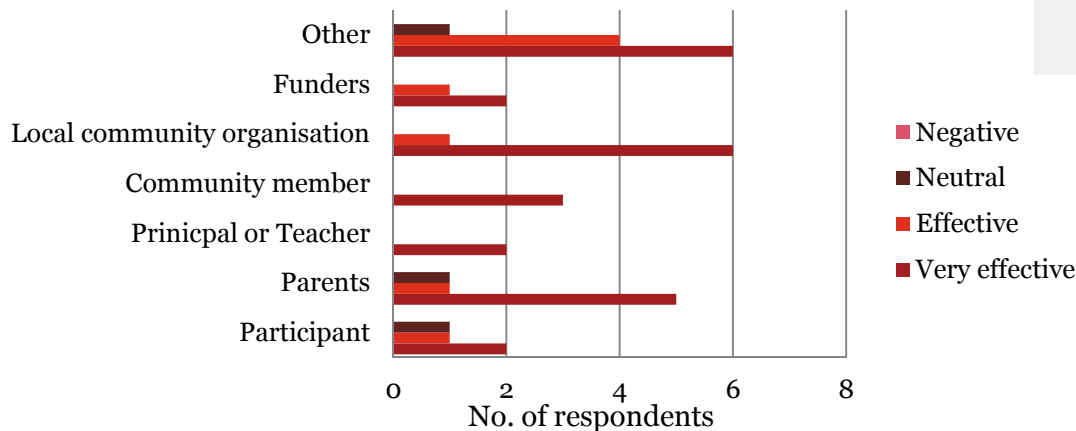
[Optional free text]

# Appendix 4 – Breakdown of survey results

## What impact is Ganbina having?



## How effective is Ganbina?





# *Appendix 5 – Consultation Interview Questions*

## **Participants**

When did you become involved in the Ganbina program (which School Year/Grade)? How did you become involved ?

Are you still attending school? If so, what year are you in at school?

If not, what are you doing now that you have finished school? Are you at University/TAFE/employed full time etc?

Which programs/activities have you been involved in?

How long have you been involved in the Ganbina program?

Has Ganbina changed your attitude towards school?

Has/did your involvement at school increase since joining the program? (probe for attendance)

Do you feel as though Ganbina has had a positive influence on your self-confidence?

Do you feel as though Ganbina has increased your pride in your Aboriginal culture?

Is your family involved with the program? How?

Do you feel that the program has helped increase your family's engagement in your education and future?

Have you started to make plans for a career or further study after school?

Has Ganbina helped you to improve your knowledge about local industries and businesses?

Do you feel as though the program has improved your employability?

What do you think is the greatest strength of the Ganbina program?

Do you have any suggestions for how to improve the program

What are 3 words you think best describe the Ganbina program?

As a participant, what value does Ganbina provide for you?

Do you think there is a need for the Ganbina program? If the Ganbina program was stopped, what do you think the impact would be?

As a participant of Ganbina, over the years/months what has been the most significant change for you as a result of the Ganbina program?

On a scale of 1 to 10, how likely are you to recommend the Ganbina program to other Aboriginal youth?

Do you have any other comments?



# Appendix 5 – Consultation Interview Questions continued

## Principal/teacher

What is your involvement in the Ganbina program? How long has your school been involved in the program?

Do you think that the program has been successful in engaging young Aboriginal people and communities?

Have you seen a positive change in participants since their participation in the program?

Has Ganbina helped to improve attendance at your school?

Do you feel that the Ganbina program has helped motivate the participants to complete their schooling?

Do you feel that participants are more likely to complete a higher education and or be employed at the completion of the program?

Do you feel that the program has helped to increase family engagement in the participants education and future?

What level of impact has Ganbina had on the broader community?

What do you think is the greatest strength of the Ganbina program?

Do you have any suggestions for how to improve the program?

As a Principal, what value does Ganbina provide for you?

Do you think there is a need for the Ganbina program? If the Ganbina program was stopped, what do you think the impact would be?

As a principal/teacher, over the years/months what has been the most significant change for you as a result of the Ganbina program?

On a scale of 1 to 10, how likely are you to recommend the Ganbina program?

Do you have any other final comments?

## Employers

What is your business? How has your business involved Ganbina participants?

How long has your workplace been involved/employed participants of Ganbina?

What sort of support does Ganbina offer to your business?

Do you think that Ganbina has prepared participants for employment?

Would you take on another Ganbina participant in the future?

How has Ganbina influenced your decision to employ Aboriginal staff in the future?

What level of impact has Ganbina had on the broader community?

What do you think is the greatest strength of the Ganbina program?

Do you have any suggestions for how to improve the program?

What value does Ganbina provide to you as an employer?

Do you think there is a need for the Ganbina program? If the Ganbina program was stopped, what do you think the impact would be?

As an employer of Ganbina participants, over the years/months what has been the most significant change for you as a result of the Ganbina program?

On a scale of 1 to 10, how likely are you to recommend the Ganbina program?

Do you have any other comments?



# Appendix 5 – Consultation Interview Questions continued

## Partners

How is your organisation involved in the Ganbina program?

How long has your organisation been involved in the program?

Do you think that the program has been successful in engaging young Aboriginal people and communities?

Do you feel as though Ganbina has helped to strengthen the participants engagement with the Shepparton community?

Do you feel that the program has helped to improve the participants employability?

Do you feel that the Ganbina program has helped motivate the participants to achieve their career aspirations?

Do you feel the participants have improved knowledge about the local industry and business?

What level of impact has Ganbina had on the broader community?

What do you think is the greatest strength of the Ganbina program?

Do you have any thoughts on how the program can be improved?

What value does Ganbina provide to you as a partner?

Do you think there is a need for the Ganbina program? If the Ganbina program was stopped, what do you think the impact would be?

As a funder/partner, over the years/months what has been the most significant change for you as a result of the Ganbina program?

On a scale of 1 to 10, how likely are you to recommend the Ganbina program?

Do you have any other comments?

## Government agencies

Has the government been involved in the Ganbina program? How?

Does the program align with government employment and education plans? (If not, why)

What level of impact has Ganbina had on the broader community?

What do you think is the greatest strength of the program?

Do you have any suggestions for how the program can be improved?

As part of the Government what value does Ganbina provide for you?

Do you feel there is a need for the Ganbina program? What would be the impact if the Ganbina program stopped?

Over the years/months what has been the most significant change for you as a result of the Ganbina program?

On a scale of 1 to 10, how likely are you to recommend the Ganbina program?

Do you have any other final comments?



# Appendix 5 – Consultation Interview Questions continued

## Parent

Is your child still studying at school? If so, what year is your child in at school? If not, have they pursued further studies (University/TAFE etc) or employment?

How long has your child been involved in the Ganbina program? How did you first become aware and involved in the Ganbina program?

What Ganbina programs/activities has your child been involved in?

Have you seen a change in your child since their participation in the program?

Do you think Ganbina has improved your child's attitude towards school? (better attendance or results)

Do you think that your child is now more likely to plan for a career or further study?

Do you feel as though your child has increased their self-confidence?

Do you feel as though your child has increased their pride in their Aboriginal culture?

As a parent, are you engaged in the program? How?

Has Ganbina increased your engagement in your child's education and future?

Do you think Ganbina has improved employment opportunities for Aboriginal people?

Has the program helped to strengthen your child's connection to the broader Shepparton community?

What level of impact has Ganbina had on the broader community?

What do you think is the greatest strength of the Ganbina program?

Do you have any thoughts on how the program can be improved?

As a parent, what value does Ganbina provide for you?

Do you think there is a need for the Ganiba program? If the Ganbina program was stopped, what do you think the impact would be?

As a parent, over the years/months what has been the most significant change for you as a result of the Ganbina program?

On a scale of 1 to 10, how likely are you to recommend the Ganbina program?

Do you have any other final comments?





# Disclaimer

*This Report has been prepared by PwC's Indigenous Consulting (PIC) in our capacity as advisors to Ganbina in accordance with our engagement letter dated 3 August 2015.*

*The information, statements, statistics, material and commentary (together the "Information") used in this Report have been prepared by PIC from publicly available material, from information provided by Ganbina and from discussions held with a range of Ganbina's stakeholders. PIC has relied upon the accuracy, currency and completeness of the Information provided by Ganbina and Ganbina's stakeholders and takes no responsibility for the accuracy, currency, reliability or correctness of the Information and acknowledges that changes in circumstances after the time of publication may impact on the accuracy of the Information. The Information may change without notice and PIC is not in any way liable for the accuracy of any information used or relied upon by a third party.*

*Furthermore PIC has not independently validated or verified the Information provided to it for the purpose of the Report and the content of this Report does not in any way constitute an audit or assurance of any of the Information contained herein.*

*PIC has provided this advice solely for the benefit of Ganbina and disclaims all liability and responsibility (including arising from its negligence) to any other parties for any loss, damage, cost or expense incurred or arising out of any person using or relying upon the Information.*





© 2015 PricewaterhouseCoopers's Indigenous Consulting Pty Limited (PIC). All rights reserved.  
PIC refers to the PwC member firm. PwC refers to the PwC network.  
Each member firm is a separate legal entity. Please see [www.pwc.com/structure](http://www.pwc.com/structure) for further details.

Liability limited by a scheme approved under Professional Standards Legislation